



UNDERGRADUATE EDUCATION COMMITTEE (UEC)
December 12, 2014 - 10:00 AM
C1429

AGENDA

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Page

**1. APPROVAL OF THE AGENDA**

**1.1.** MOTION: To approve the agenda as presented.

**2. APPROVAL OF UEC MINUTES**

4 - 8      **2.1.** UEC draft minutes: November 21, 2014

MOTION: To approve the draft minutes as presented.

**3. COURSE OUTLINES**

9 - 15      **3.1. Biology**  
Changes including prerequisites: BIO 201, 220

16 -      **3.2. Geography**  
27      Discontinuation: GEOG 343, 345, 445

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

28 -      **3.3. Media Arts**  
36      New course: MEDA 100, Introduction to Media Arts  
Changes including credits and hours: MEDA 260

MOTION: To approve the MEDA 100 and 260 course outlines as presented.

37      **3.4. Political Science**  
Discontinuation: POSC 333

MOTION: To approve the discontinuation of POSC 333 as presented.

38 -      **3.5. Theatre**  
41      Changes including total hours: THEA 101

Page

MOTION: To approve the THEA 101 course outline as presented.

42 - **3.6. Upgrading and University Preparation**  
44 Change to prerequisites: ENGL 081

MOTION: To approve the ENGL 081 course outline as presented.

**4. PROGRAMS**

45 - **4.1. Theatre**  
53 Change to entrance requirements: Theatre diploma

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

54 **4.2. Adult Education**  
Change to program name: Workplace Training certificate (formerly Adult Education and Workplace Training certificate)

MOTION: To approve the name change of the Adult Education and Workplace Training certificate to the Workplace Training certificate as presented.

55 - **4.3. Graphic and Digital Design**  
60 Change to program requirements: Graphic and Digital Design extended minor and minor

MOTION: To approve the changes to the Graphic and Digital Design extended minor and minor program requirements as presented, effective September 2015.

61 - **4.4. Visual Arts**  
66 Change to program requirements: Visual Arts major

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

67 - **4.5. Social, Cultural, and Media Studies**  
70 Change to program requirements: Media Literacy certificate

MOTION: To approve the changes to the Media Literacy certificate program requirements as presented.

71 - **4.6. Continuing Education**  
97 New program: Records Management Specialist certificate  
New course: RM01, Fundamentals of Records Management  
New course: RM02, Records Management Classification and Vocabulary  
New course: RM03, Records Management Systems  
New course: RM04, Digital Age Literacy  
New course: RM05, Databases: Access  
New course: RM06, Spreadsheets: Excel

Page

New course: RM07, Word-Processing: Word  
New course: RM08, Business Communications  
New course: RM09, Records Management Practicum

MOTION: To recommend the approval of the new Continuing Education Records Management Specialist certificate as presented.

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

98 -  
154

#### **4.7. Applied and Technical Studies**

New program: Automation and Control Systems Technician  
New course: AGRI 143, Introduction to Agriculture  
New course: EACT 200, Technical Drafting and AutoCAD Applications  
New course: EACT 201, Hydraulic and Pneumatic Control Systems  
New course: EACT 202, Microprocessors/Microcontrollers and Data Acquisition  
New course: EACT 210, Project Management and Occupational Organization  
New course: EACT 211, Programmable Logic Controllers  
New course: EACT 212, Wiring, Motors, and Actuators  
New course: EACT 214, Control Systems  
New course: EACT 216, Automation and Control Systems Project

MOTION: To recommend the approval of the new Automation and Control Systems Technician program as presented.

MOTION: To approve the new discipline code EACT as presented.

MOTION: To approve the Automation and Control Systems Technician course outlines (EACT 200, 201, 201, 210, 211, 212, 214, 216, and AGRI 143) as presented.

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

#### **5.1. Admissions Subcommittee report**

#### **5.2. Transfer Credit Subcommittee report**

#### **5.3. Policy Subcommittee report**

### **6. ADJOURNMENT**



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

November 21, 2014  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Sue Brigden, Rod McLeod, Maria Bos-Chan, Steven Marsh, Vlad Dvoracek, Al Wiseman, Peter Geller, Samantha Pattridge, Heather Compeau, Simon Xi, Stan Manu, Darren Francis, David McGuire, Maureen Wideman, Arlene Leon, Tara Cooper  
**ABSENT:** John English, Eric Spalding, Rhonda Colwell, Satwinder Bains, Shirley Hardman, Nancy Goad, Anthony Iliev, Kate McCulloch, Lisa Moy  
**GUESTS:** Karin Jager, Lynn Kirkland-Harvey, Cynthia Loten, Sylvie Murray  
**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: October 24, 2014**

D. Francis provided a brief update on the Library and Information Technology items discussed last month. The department met with R. McLeod, D. Francis, and A. Grimson to discuss potential solutions and a transition plan for students. Rather than changing the credits of the existing courses, the department will create two new courses to replace the existing ones, so that if needed they can still offer the course as 1.5 credits to students who are partway through the program.

**MOTION:**

To approve the draft minutes as presented.  
CARRIED

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

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

Changes including prerequisites: BIO 201, 220

Questions were raised regarding the learning outcomes for BIO 201 (#4, 5, and 6) and the prerequisites for BIO 220. Since the department was not available to respond to concerns, these items will be postponed to a later meeting.

**MOTION:**

To postpone discussion of BIO 201 and 220 until the department can be present to respond to questions raised.

CARRIED

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

The expected frequency of offering for this course (every 2-3 years) was questioned. C. Loten (Mathematics and Statistics department head) indicated that the department tries to offer this course every two years, but that is not always possible and they do not wish to mislead students.

**MOTION:**

To approve the MATH 438 course outline as presented.

CARRIED

**3.3. Communications**Review with changes including prerequisites: CMNS 465**MOTION:**

To approve the CMNS 465 course outline as amended:

- 45 university-level credits ~~and~~ including
- increased prerequisites effective for January 2016, not 2015.

CARRIED

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

The course outline for GD 498 will be updated to indicate that it is not a not special topics course.

The prerequisites changes for GD 317 include the removal of GD 159's former number, but since this change was only made in 2012, UEC recommended that this note be retained.

**MOTION:**

To approve the Graphic Design course outlines as ammended:

- GD 317 prerequisites: ...GD 159 (formerly GD 156)...

CARRIED

**4. PROGRAMS****4.1. Geography and the Environment**

Change to program name: Geography major, Urban and Planning Studies concentration (formerly Urban Studies concentration)

There was concern regarding the amount of "planning" that is included in this concentration, and whether the proposed name change would be misleading to students. L Kirkland-Harvey (Geography department head) and S. Marsh (Geography faculty) confirmed that the concentration includes a number of planning-focused courses; Human Geography courses in particular include a considerable amount of planning. Although this may not be fully conveyed in the existing course outlines, the department will consider revising the outlines to

better represent this content.

Concerns were also raised that the proposed "Urban and Planning Studies" might be interpreted as "Urban Planning Studies", which could be confusing and misleading to students. The department agreed that "Urban Studies and Planning" would be a suitable alternative.

Although this change will not appear in the Winter/Summer 2015 calendar, approval effective January 2015 will mean that students graduating in June can have the concentration's new name appear on their transcripts.

**MOTION:**

To approve the name change of the Geography major, Urban Studies and Planning concentration, effective January 2015.  
CARRIED

**5. OTHER BUSINESS/DISCUSSION ITEMS**

**5.1. School of Trades**

This is coming to UEC for information and potential feedback. UEC had no concerns.

**5.2. Election of subcommittee members**

Membership of the following subcommittees for 2014/15 was discussed.

**Admissions Subcommittee**

S. Brigden and H. Compeau agreed to sit on this subcommittee. K. Davies will be the International Education representative.

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

This subcommittee is now complete for 2014/15.

**Policy Subcommittee**

This subcommittee does not currently have Terms of Reference or a membership composition list.

- Confirmed subcommittee members: Tara Cooper, Rod McLeod, Samantha Patridge
- Potential members: John English, Rhonda Colwell, Elaine Harris

**Curriculum Quality Subcommittee**

S. Murray indicated that the Program Development Office can support this subcommittee. This subcommittee will start meeting in the new year. There will be an e-mail conversation among volunteers to discuss potential meeting times, and then additional members can be recruited.

The following expressed interest in this subcommittee: P. Geller, H. Compeau, L. Moy, S. Pattridge, R. McLeod, A. Leon, M. Wideman, S. Manu, and S. Murray. The membership composition for this committee has not yet been finalized, but it was suggested that a maximum of eight faculty members be included, with no more than two from any one faculty.

A summary of this subcommittee's current status should be sent to all UEC members, to give anyone not at the meeting an opportunity to participate.

### **5.3. Expedited approval process guidelines**

S. Murray (Program Development Coordinator) has received feedback that the current procedures are too cumbersome, so revised procedures are being proposed.

There was concern about the ability to review proposals over the summer months, but since UEC meets in June and again in August, there is only one month without a meeting, and an e-mail vote is included as an option.

This process will be beneficial to Continuing Education and to other areas. UEC had no suggestions for additional changes.

#### **MOTION:**

To support the expedited approval process as presented.

CARRIED

### **5.4. Concept Paper guidelines**

A draft of the revised Concept Paper guidelines was circulated for potential feedback. Although Concept Papers go to APPC rather than UEC, policy 21 stipulates that approval for the templates rests with the UEC Chair, Vice-Chair, and Assistant, in consultation with the Office of the Vice-Provost.

S. Murray has received feedback regarding stipulating that sessionals should not sit as members of Program Working Groups (though could be consulted as experts when needed), and that when relevant, professional community members should be consulted.

UEC agreed that the proposed guidelines will simplify and clarify proposal submissions, and had no additional suggestions.

### **5.5. Review of standing committees of Senate**

At UEC's October 24, 2014 meeting, the committee completed a questionnaire for the Senate Governance Committee (SGC) regarding committee membership, terms of operation, and operations. A draft of UEC's responses was circulated.

Additional suggestions:

- Health Sciences Faculty Council meetings also conflict with UEC, in addition to Professional Studies Faculty Council meetings.
- Comments should include the fact that the lack of an institutional meeting

schedule is detrimental to committee operations.

- There may be a perception that attendance at UEC is optional, when it should take precedence over most other commitments.
- Rules for standing committee attendance should be strengthened.

**5.6. Admissions Subcommittee report**

There was no report from this subcommittee.

**5.7. Transfer Credit Subcommittee report**

D. Francis indicated that this committee will meet next week to review processes.

**5.8. Policy Subcommittee report**

There was no report from this subcommittee.

**6. INFORMATION ITEMS**

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

**7. ADJOURNMENT**

The meeting was adjourned at 12 pm.



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Abbotsford, BC  
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Tel: (604) 504-7441

**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:

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-Explain~~ the basic structure and function of cellular membranes.
5. ~~Understand-Describe~~ 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~~ Organize and record experimental data by working in small groups in a laboratory setting.
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

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

Page 3 of 3

- Regulation of glycolysis and fermentation
- 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



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

**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.  
~~The removal of BIO 112 for agriculture students is to accommodate a BAg degree within 12- credits. The foundational material for BIO 220 and BIO 201 is taught in BIO 111. We still feel students need some additional university experience to succeed; hence the 3 AGRI courses. This will ensure first year students will not have access to these courses before they are ready. 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 <a href="#">one of the following:</a> BIO 112 <a href="#">or any 3 AGRI courses.</a>                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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> 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

**To:** Campus Wide Consultation  
**Copy:** Jacqueline Nolte, Dean, College of Arts  
**From:** Lynn Kirkland Harvey, Department Head, Geography and the Environment  
**Date:** September 15, 2014  
**Subject:** Discontinuance of GEOG 343, GEOG 345, and GEOG 445

Please approve this request to discontinue GEOG 343, GEOG 345, and GEOG 445, and to remove them from the course calendar.

GEOG 445 was brought to CACC and Faculty Council last year and was approved to be removed from our program offerings, but its removal from the course listings in the calendar was overlooked.

The rationales for discontinuing GEOG 343 include:

- The content is outdated
- The fundamental content overlaps with content in GEOG 240 and GEOG 312
- There is low demand for this course
- This course is not used as a sole prerequisite for any course
- It will not have an impact on students completing our programs

The rationales for removing GEOG 345 include:

- This course has not been taught since 2009
- No one on faculty is qualified to teach the course
- This course is not used as sole prerequisites for any course
- It will not have an impact on students completing our programs

This request was discussed and approved at our September 4, 2014 department meeting.

Please review the attached calendar copy with track changes for the BA programs that are affected by this change. GEOG 343 and GEOG 345 are not included in any of the geography BSc programs and thus, those calendar descriptions remain unchanged.

Comments (in date order):

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**From:** Alisa Webb

**Sent:** September-20-14 5:11 PM

**To:** Stephen Piper; Michelle Rhodes; Martha Dow

**Cc:** Lynn Kirkland-Harvey; Garry Fehr; Jacqueline Nolte; Ken Brealey; Teresa Piper; Geoffrey Spurling

**Subject:** RE: removal of GEOG 343 from calendar/ programs

I've read through the rationale put forth by Michelle, as well as Stephen's response. I support the removal of GEOG 343 from the calendar. My reasons are these:

- I am not in favour of maintaining courses on the books which cannot be offered consistently on a 2-year rotation.
- I am not in favour of maintaining courses on the books which are not attached to a permanent faculty member (who is prepared to teach the course on a 2-year rotation).
- While GEOG 343 could potentially be cross-listed with LAS, this does not mean that someone within the current complement of LAS faculty could teach the course. It is still a GEOG course and the instructor would need to be a geographer. If no one in Geography is able to teach the course on a regular basis, then cross-listing is a moot point.
- There are still several upper-level courses which satisfy the needs of the minor and extended minor in LAS. Right now there are 17 courses to choose from; this would drop the list to 16. Students need to only take 4 courses from the list for the extended minor or the minor.

If at some point there was someone in Geography prepared and able to teach the course on a regular basis, the course could be revived. Removed from the calendar does not mean the course no longer exists; it merely means it is not in the calendar.

---

**From:** Stephen Piper

**Sent:** September-20-14 10:55 AM

**To:** Michelle Rhodes; Martha Dow

**Cc:** Lynn Kirkland-Harvey; Garry Fehr; Jacqueline Nolte; Alisa Webb; Ken Brealey; Teresa Piper; Geoffrey Spurling

**Subject:** RE: removal of GEOG 343 from calendar/ programs

Hi Michelle and Lynn,

Thanks for advising me of this.

This seems like a peculiar course retirement given management proposals to move LAS from SCMS to a new cluster in which Geography would seem to be the lead department. GEOG 343 has been an elective within LAS for more than 20 years. We had never insisted that the course be cross listed with LAS or that LAS content be mandated within the course outline because the instructor guaranteed sufficient Latin American content. Nonetheless, it is a key course within the LAS program. If GATE wishes to host LAS, it should maintain this course and resume offering the LAS courses it has dropped over the past few years.

Given the limited number of LAS courses at UFV, we request that this course be maintained in the GATE roster, even if it is not offered frequently. Further, we request that the course outline be rewritten to specify the Latin American content and cross-listed with LAS.

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**From:** Michelle Rhodes  
**Sent:** September 19, 2014 6:19 PM  
**To:** Martha Dow; Stephen Piper  
**Cc:** Lynn Kirkland-Harvey; Garry Fehr  
**Subject:** removal of GEOG 343 from calendar/ programs

GATE has voted to remove Geography 343 from the calendar and programs, as of Fall 2015. This change has gone forward to CWC.

However, David Gibson reminded us after we sent this off that this course is also in the Latin American studies minor and extended minor. Thus, I'm emailing you to let you know of the change, and provide a rationale.

Since David Gibson's retirement, this course has had an uncertain future. Garry Fehr has taught and is able to teach it, but this would add to an already very heavy course burden for him (in terms of numbers of unique courses he teaches). Further, he would not have the same level of content focused on Latin America as David would have in the past. David has been of enormous help in helping to keep this course going, both during occasional summer offerings and as part of the Mexico study tour. However, we can only keep this going for so long.

In addition, this helps us to simplify our program, in keeping with directives from the dean's office to do so, and ensure that all of our upper-level courses can continue to run at least once every two years. We will also be able to better focus attention on those courses that do remain, including some that will go through revision. This includes GEOG 346: Geography of Religion, which Garry will be re-doing with more of a focus on conflict resolution. While I can't speak to the area-specific nature of what Garry has envisioned for this course, this may indeed be an option for the LAS programs once it is revised.

Last, we will continue to offer GEOG 433 every fall term. The area focus of this course does rotate among a few regions, but David is teaching this as the Latin American area study this term.

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**From:** Rhonda Colwell  
**Sent:** September-17-14 3:08 PM  
**To:** Lynn Kirkland-Harvey  
**Cc:** Jacqueline Nolte; Myra Hughes; Samantha Pattridge; Amanda Grimson  
**Subject:** RE: [CWC] Discontinuance of GEOG 343, GEOG 345, and GEOG 445  
 I have read this proposal and I have no comments/concerns for GEOG 345 and 445.  
 However, has your dept informed the SCMS dept about the discontinuance of GEOG 343? Why I ask is because this course is included as an upper-level option within their LAS extended minor/minor programs

---

**Calendar Copy with Track Changes**

**1. Geography Honours  
 (for Bachelor of Arts degree students)**

Program outline

**Lower-level requirements: 26-31 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 (see Note 4) | 4              |
| GEOG 253                   | Introduction to Geographic Information Systems              | 4              |
| One of:                    | STAT 104, STAT 106, or PSYC 110 (see Note 3)                | 3-4            |

**Upper-level requirements: 36-42 credits**

| <b>Course</b> | <b>Title</b>                                                                                                                                      | <b>Credits</b> |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| GEOG 354      | Approaches in Human Geography                                                                                                                     | 4              |
| One course:   | Physical geography (GEOG 302, 303, 304, 307, 308, 315, 317, 335, 402, 410, 417, 419)                                                              | 4              |
| One course:   | Human geography (GEOG 311, 312, 314, 340, <del>343</del> , 344, <del>345</del> , 346, 360, 362, 364, 411, 412, 421, 440, 443, 447, 460, 464, 466) | 4              |
| GEOG 433      | Geography of Selected Regions                                                                                                                     | 4              |
| One of:       |                                                                                                                                                   | 4-6            |
| GEOG 396      | Global Development Studies: Canada Internship                                                                                                     |                |
| GEOG 398      | Global Development Studies: International Internship                                                                                              |                |
| GEOG 452      | Field Methods and Techniques                                                                                                                      |                |

|                    |                                                          |      |
|--------------------|----------------------------------------------------------|------|
| <b>or</b> GEOG 470 | Field Studies in Geography                               | 4-5  |
| GEOG 491           | Honours Research Design and Data Collection (see Note 1) | 4    |
| GEOG 492           | Honours Research Project                                 | 4    |
| Electives          | Upper-level Geography (two to three courses)             | 8-12 |

Note 1: Students are not required to complete GEOG 491 if they have already completed one of the following courses: GEOG 396, 398, 400G, 400J, 402, 410, 440, or 458. Those students that do not need to take GEOG 491 are required to complete an additional upper-level elective.

Note 2: No more than eight credits of Directed Studies/Directed Readings (GEOG 480, GEOG 482, GEOG 483, GEOG 484) will count toward the degree.

Note 3: One of STAT 104 (formerly MATH 104), STAT 104 (formerly MATH 106), or PSYC 110 is required for GEOG 252; students should plan accordingly.

Note 4: No more than 11 credits of GEOG 396, GEOG 398, GEOG 412, GEOG 460, and GEOG 470 can be used towards meeting the Geography Honours requirements.

## **2. Geography major** (for Bachelor of Arts degree students)

### **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>             |                                     |                |
| GEOG 111                   | Environmental Issues and Strategies | 3              |
| <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>             |                                     |                |
| GEOG 241                   | Social Geography                    | 3              |

**or** GEOG 242            Economic Geography

**Required:**

|          |                                                             |     |
|----------|-------------------------------------------------------------|-----|
| GEOG 252 | Explanation in Geography: Quantitative Methods (see Note 2) | 4   |
| GEOG 253 | Introduction to Geographic Information Systems              | 4   |
| One of:  | STAT 104, STAT 106, or PSYC 110                             | 3-4 |

**Upper-level requirements: 34-39 credits**

| Course         | Title                                                                                                                                                            | Credits |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| One course:    | Physical geography (GEOG 302, 303, 304, 307, 308, 315, 317, 335, 402, 410, 417, 419)                                                                             | 4       |
| One course:    | Human geography (GEOG 311, 312, 314, 318, 323, 340, <del>343</del> , 344, <del>345</del> , 346, 354, 360, 362, 364, 411, 412, 421, 440, 443, 447, 460, 464, 466) | 4       |
| GEOG 433       | Geography of Selected Regions                                                                                                                                    | 4       |
| <b>One of:</b> |                                                                                                                                                                  | 4-6     |
| GEOG 396       | Global Development Studies: Canada Internship                                                                                                                    |         |
| GEOG 398       | Global Development Studies: International Internship                                                                                                             |         |
| GEOG 452       | Field Methods and Techniques                                                                                                                                     |         |
| GEOG 470       | Field Studies in Geography                                                                                                                                       | 4-5     |
| Four           | Geography 300/400-level courses                                                                                                                                  | 14-16   |

Note 1: No more than eight of the required 31-33 credits may be in Directed Studies/Directed Readings courses (GEOG 480, GEOG 482, GEOG 483, GEOG 484).

Note 2: One of STAT 104 (formerly MATH 104), STAT 106 (formerly MATH 106), or PSYC 110 is required for GEOG 252; students should plan accordingly.

Note 3: No more than 11 credits of GEOG 396, GEOG 398, GEOG 412, GEOG 460, and GEOG 470 can be used towards meeting the Geography major requirements.

**3. Environmental Science concentration**

**Lower-level requirements: 32-34 credits**

| Course             | Title                            | Credits |
|--------------------|----------------------------------|---------|
| <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          |         |

**One of:**

|                    |                                     |   |
|--------------------|-------------------------------------|---|
| GEOG 111           | Environmental Issues and Strategies | 3 |
| <b>or</b> GEOG 140 | Human Geography                     |   |

**Two of:**

|                            |                               |   |
|----------------------------|-------------------------------|---|
| GEOG 201                   | Introduction to Climatology   | 8 |
| GEOG 202                   | Introduction to Geomorphology |   |
| <b>or</b> GEOG 219/BIO 219 | Biogeography                  |   |

**One of:**

|                   |                                         |     |
|-------------------|-----------------------------------------|-----|
| GEOG 211          | Environmental Science                   | 3-4 |
| GEOG 257/CMNS 257 | Environment: Science and Communications |     |
| <b>or</b> BIO 210 | Introduction to Ecology                 |     |

**Required:**

|          |                                                |     |
|----------|------------------------------------------------|-----|
| GEOG 242 | Economic Geography                             | 3   |
| 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 |

**Upper-level requirements: 32-34 credits**

| Course             | Title                                                                             | Credits |
|--------------------|-----------------------------------------------------------------------------------|---------|
| <b>Required:</b>   |                                                                                   |         |
| GEOG 353           | GIS Applications                                                                  | 4       |
| GEOG 433           | Geography of Selected Regions                                                     | 4       |
| 12 credits of:     | GEOG 302, 303, 304, 307, 308, 315, 317, 318, 319, 335, 402, 410, 417, 419, or 453 | 12      |
| 8 credits of:      | GEOG 311, 312, 412, 447, or IPK 477                                               | 8       |
| <b>One of:</b>     |                                                                                   | 4-6     |
| GEOG 396           | Global Development Studies: Canada Internship                                     |         |
| GEOG 398           | Global Development Studies: International Internship                              |         |
| GEOG 452           | Field Methods and Techniques                                                      |         |
| <b>or</b> GEOG 470 | Field Studies in Geography                                                        | 4-5     |

**4. Global Studies concentration**
**Lower-level requirements: 32-33 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>Required:</b>           |                                                |                |
| GEOG 240                   | World Regional Geography                       | 3              |
| <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            |

**Upper-level requirements: 30-34 credits**

| <b>Course</b>    | <b>Title</b>                                                                                | <b>Credits</b> |
|------------------|---------------------------------------------------------------------------------------------|----------------|
| <b>Required:</b> |                                                                                             |                |
| GEOG 433         | Geography of Selected Regions                                                               | 4              |
| 4 credits:       | Physical geography: GEOG 302, 303, 304, 307, 308, 315, 317, 318, 335, 402, 410, 417, or 419 | 4              |
| 8 credits of:    | Global environmental studies: GEOG 311, 312, 364, or 421                                    | 8              |
| 4 credits of:    | Cultural studies: GEOG 314, 343, 346, or 447                                                | 4              |
| 4 credits of:    | Developmental studies: GEOG 323, 340, 362, or 466                                           |                |
| 2-4 credits of:  | Electives in upper-level Geography                                                          | 2-4            |

|                    |                                                      |
|--------------------|------------------------------------------------------|
| <b>One of:</b>     | 4-6                                                  |
| GEOG 396           | Global Development Studies: Canada Internship        |
| GEOG 398           | Global Development Studies: International Internship |
| GEOG 452           | Field Methods and Techniques                         |
| <b>or</b> GEOG 470 | Field Studies in Geography                           |

## **5. Urban 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.

### **Upper-level requirements: 30-34 credits**

| <b>Course</b> | <b>Title</b> | <b>Credits</b> |
|---------------|--------------|----------------|
|---------------|--------------|----------------|

**Required:**

|                 |                                                                                             |   |
|-----------------|---------------------------------------------------------------------------------------------|---|
| GEOG 433        | Geography of Selected Regions                                                               | 4 |
| 4 credits of:   | Physical geography: GEOG 302, 303, 304, 307, 308, 315, 317, 318, 335, 402, 410, 417, or 419 | 4 |
| 4 credits of:   | GEOG 360, 460, 464, or 466                                                                  | 4 |
| 4 credits of:   | GEOG 307, 314, 318, 362, or 364                                                             | 4 |
| 4 credits of:   | GEOG 344, 440, SOC 325/ANTH 325                                                             | 4 |
| 6-8 credits of: | Electives in upper-level geography                                                          | 8 |

**One of:**

4-6

|                    |                                                      |
|--------------------|------------------------------------------------------|
| GEOG 396           | Global Development Studies: Canada Internship        |
| GEOG 398           | Global Development Studies: International Internship |
| GEOG 452           | Field Methods and Techniques                         |
| <b>or</b> GEOG 470 | Field Studies in Geography                           |

**6. Geography extended minor  
(for Bachelor of Arts degree students)**
**Lower-level requirements: 22 credits**

| Course                     | Title                               | Credits |
|----------------------------|-------------------------------------|---------|
| <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>             |                                     |         |
| GEOG 111                   | Environmental Issues and Strategies | 3       |
| <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                    |         |

**or** GEOG 242                      Economic Geography

**Required:**

|          |                                                |   |
|----------|------------------------------------------------|---|
| GEOG 253 | Introduction to Geographic Information Systems | 4 |
|----------|------------------------------------------------|---|

**Upper-level requirements: 16 credits**

16 credits of upper-level Geography courses (See Note 1).

Note 1: A minimum of 18 credits are usually required for entrance into teacher education training programs for secondary schools (e.g. [UFV's Teacher Education Secondary program](#)). Please refer to professional education program admissions requirements for more information.

Note 2: No more than four credits may be in Directed Studies/Directed Readings courses (GEOG 480, GEOG 482, GEOG 483, GEOG 484).

Note 3: No more than 6 credits of GEOG 396, GEOG 398, GEOG 412, GEOG 460, and GEOG 470 can be used towards meeting the extended minor requirements.

**7. Geography minor  
(for Bachelor of Arts degree students)**

**Lower-level requirements: 13–15 credits**

| Course                              | Title                               | Credits |
|-------------------------------------|-------------------------------------|---------|
| <b>One of:</b>                      |                                     |         |
| GEOG 101                            | Weather and Climate                 | 4       |
| 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>                      |                                     |         |
| GEOG 111                            | Environmental Issues and Strategies | 3       |
| <b>or</b> GEOG 140                  | Human Geography                     |         |
| <b>Plus:</b>                        |                                     |         |
| Any two 200-level geography courses |                                     | 6-8     |

**Upper-level requirements: 16 credits**

16 credits of upper-level Geography courses.

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

**Memo for New Course**

To: CACC, Alisa Webb – College of Arts, UEC

From: Bruce Kirkley, Chair, BMA Program Working Group

Date: 1 October, 2014

**Subject: Proposal for new course (MEDA 100 Introduction to Media Arts)**

1. Rationale for new course: MEDA 100 has been designed to provide a general introduction to the field of Media Arts and associated creative industries. It also serves to orient students to the structure of the Media Arts degree, and introduce the various BMA concentrations. The course was created in response to feedback from external reviewers for the proposed BMA degree.
2. How this new course fits into program(s): MEDA 100 is the first of six core MEDA courses required for all students in the proposed Bachelor of Media Arts degree. The degree proposal has been revised accordingly (please note that no program change is required because the proposal has yet to be sent for Ministry approval).

*Note: Adding this course to a program will usually require a program change request.*

3. Explain how the course learning outcomes align with the learning outcomes of the program(s): The learning outcomes for MEDA 100 give students introductory knowledge and skills that fulfill several of the key learning outcomes for the Bachelor of Media Arts. These include the abilities to:
  - Identify the drivers of change in the digital media industry.
  - Contribute constructively as part of a creative team.
  - Develop networks with other content creators to initiate and develop future projects.
  - Employ the basic skills required to run a small or self-employed business in this sector, including skills in project management, labour management, client relations, marketing and financial planning.
4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? No
5. Which program areas have been consulted about the course? All program areas in the BMA have contributed to the development of this course.
6. If a new discipline designation is required, explain why: n/a
7. What consideration has been given to indigenizing the curriculum? Opportunities exist to look at the work of Indigenous creative entrepreneurs in the Media Arts field, especially through guest visits and field trips.
8. If this course is not eligible for PLAR, explain why: all students in the BMA program are required to take the core MEDA courses. These courses develop the BMA cohort and are instrumental in building the creative teamwork skills students need as they progress through the degree.

9. Explain how each of the following will affect the budget for your area or any other area: As one of the core courses for the BMA, MEDA 100 will be subject to the tuition surcharge for this program.
  - a. Credit value: 3 credits
  - b. Class size limit: 36
  - c. Frequency of offering: annually
  - d. Resources required (labs, equipment): e-classroom
10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? Field trips to visit creative industries in the Lower Mainland are an important component of this course. Fieldtrip dates will be provided in the syllabus, and a note added in the timetable. Students will be responsible for covering the cost of fieldtrips.
11. Estimate of the typical costs for this course, including textbooks and other materials: Textbooks for the course will be approximately \$100. Field trip expenses will normally be about \$50-\$75 (based on current mileage rates and carpooling).



ORIGINAL COURSE IMPLEMENTATION DATE: September 2015  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2021  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

**Course Code and Number:** MEDA 100

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

**Course Full Title:** Introduction to Media Arts  
**Course Short Title:**

**Faculty:** Faculty of Humanities

**Department (or program if no department):** Bachelor of Media Arts

### Calendar Description:

This course introduces students to careers, practices, opportunities, challenges, and modes of thinking in the field of Media Arts. Field trips to visit creative industries in the Lower Mainland and Fraser Valley are required.

**Prerequisites (or NONE):** NONE

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

### Special Topics

Will the course be offered with different topics?

☐ Yes ☒ No

If yes,

Different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

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

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

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

**Department / Program Head or Director:** Bruce Kirkley

**Date approved:** September 19, 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:

1. Discuss, with examples drawn from a variety of fields, how theory can inform practice in the creative industry.
2. Discuss, with examples, the components of successful professional work in various Media Arts fields (e.g. Applied Interactive Media, Digital Art, Digital Design, Interactive Media Leadership, Media and Performance, and Screen Studies).
3. Identify current and recent trends in a cross-section of electronic media.
4. Describe interdisciplinary opportunities in Media Arts fields.
5. Identify possible career paths in the creative industry.
6. Describe and implement some basic strategies for successful group work.

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

☒ Yes ☐ No

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

Guest lecturers, field trips, group work, presentations.

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

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

| <u>Author Surname,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u>                                              | <u>Current Edition</u>              | <u>Publisher</u> | <u>Year<br/>Published</u> |
|-------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------|------------------|---------------------------|
| 1. Schafer Gross, L                 | Electronic Media: An Introduction                                                        | <input checked="" type="checkbox"/> | McGraw Hill      | 2013                      |
| 2. Davies, R, et al.                | Introducing the Creative Industries: From Theory to Practice                             | <input checked="" type="checkbox"/> | SAGE             | 2013                      |
| 3. Catmull, E                       | Creativity Inc.: Overcoming the Unseen Forces That Stand in the Way of True Inspiration. | <input type="checkbox"/>            | Random House     | 2014                      |

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

Computer (or ready access to a computer) capable of running Adobe Creative Suite. Students must have a computer, ideally a well-equipped laptop. For advice on current computer and software needs, consult with the educational advisor.

**Typical Evaluation Methods and Weighting**

|                      |     |              |     |                   |   |            |    |
|----------------------|-----|--------------|-----|-------------------|---|------------|----|
| Final exam:          | %   | Assignments: | 85% | Midterm exam:     | % | Practicum: | %  |
| Quizzes/tests:       | %   | Lab work:    | %   | Field experience: | % | Shop work: | %  |
| Other: participation | 15% | Other:       | %   | Other:            | % | Total:     | 0% |

**Details (if necessary):** Assignments will include:

- Review of a current exhibition, event, screening or performance
- Interview with a Media Arts professional
- Group presentation on a field of practice in the creative industry
- Comprehensive case study of a Media Arts project (e.g., game, performance, television series, exhibition, website)

The participation grade of 15% will be based on students' engagement in class activities and understanding of the collaborative nature of Media Arts work environments.

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

**Typical Course Content and Topics**

Week 1: The historical evolution of media arts disciplines and current fields of practice in the creative industry.  
 Week 2: Working in the creative industry – artist, consultant, producer, designer, director, developer, and manager.  
 Week 3: An introduction to electronic media.  
 Week 4: The legal and regulatory context.  
 Week 5: The applied interactive media environment – gaming, animation, and interactive technologies.  
 Week 6: Digital art and creative practice.  
 Week 7: Digital design, visual communications and interactive media.  
 Week 8: Interactive media leadership opportunities.  
 Week 9: Media and performance new perspectives.  
 Week 10: Screen studies and related industries.  
 Week 11: Creative industry studio tours.  
 Week 12: Creative community and professional associations. Entrepreneurship and networking.  
 Week 13: International practices and perspectives. Enabling opportunity.

**Memo for Course Changes**

To: CACC, Alisa Web – College of Arts, UEC

From: Bruce Kirkley, Chair, BMA Program Working Group)

Date: 1 October 2014

**Subject: Proposal for revision of (MEDA 260 Exploring Creativity)**

1. Summary of changes (select all that apply):
  - ☐ Six-year review
  - ☐ Number and/or course code
  - ☒ Credits and/or total hours
  - ☐ Title
  - ☐ Calendar description
  - ☐ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☐ Learning outcomes
  - ☐ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: With the creation of the new MEDA 100 course, some of the introductory components planned for MEDA 260 will now be provided in the new course, especially those related to introducing creative teamwork skills. Since MEDA 260 will not need to cover as much ground, an adjustment of credit value and total hours is appropriate.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): n/a
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? n/a
5. Which program areas have been consulted about the change(s)? All program areas involved in the BMA discussed and approved the changes.
6. What consideration has been given to indigenizing the curriculum? n/a
7. If this course is not eligible for PLAR, explain why: n/a
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value: the change to 3 credits from 4 will result in less tuition revenue for this course; however, this will be offset by the creation of the new MEDA 100 course, which carries the tuition surcharge for the MEDA core courses, and is a required course for the degree.
  - b. Class size limit

- c. Frequency of offering
- d. Resources required (labs, equipment)
- 9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? n/a
- 10. Estimate of the typical costs for this course, including textbooks and other materials: n/a



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> MEDA 260                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Exploring Creativity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> Bachelor of Media Arts                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>This course introduces strategies and techniques for developing creative ideas and working effectively as part of a creative team. Students will learn how to generate ideas both individually and collectively, how to engage in a creative process that includes planning, experimentation, and revision, and how to analyze and critique creative work constructively to improve quality and effectiveness.                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | 15 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prel/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                         |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input checked="" 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: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>15</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>30</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
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| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> annually                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Bruce Kirkley                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> June 26, 2013                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> July 15, 2013                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

MEDA 260

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:

- Apply creative thinking techniques and strategies to develop creative ideas.
- Demonstrate self-reflexive awareness of their own creative process and choices.
- Use analysis and critique constructively to improve the effectiveness and quality of creative work.
- Incorporate different perspectives and approaches in developing creative ideas.
- Work collaboratively with others on a creative project that includes planning, experimentation and revision.

## 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)

Short lectures, group exercises and projects, seminars and presentations

**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. | Michalko, M.               | <i>Thinkertoys: A Handbook of Creative Thinking Techniques.</i>       | <input checked="" type="checkbox"/> | Ten Speed Press   | 2006 |
| 2. | Michalko, M.               | <i>Creative Thinking: Putting Your Imagination to Work.</i>           | <input checked="" type="checkbox"/> | New World Library | 2011 |
| 3. | Von Oech, R.               | <i>A Whack to the Side of the Head: How You Can Be More Creative.</i> | <input checked="" type="checkbox"/> | Business Plus     | 2008 |
| 4. |                            |                                                                       | <input type="checkbox"/>            |                   |      |
| 5. |                            |                                                                       | <input type="checkbox"/>            |                   |      |

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

Computer (or ready access to a computer) capable of running Adobe Creative Cloud.

## Typical Evaluation Methods and Weighting

|                |     |              |     |                   |   |            |    |
|----------------|-----|--------------|-----|-------------------|---|------------|----|
| Final exam:    | %   | Assignments: | 85% | Midterm exam:     | % | Practicum: | %  |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | % | Shop work: | %  |
| Participation: | 15% | Other:       | %   | Other:            | % | Total:     | 0% |

**Details (if necessary):** Assignments could include: short assignments, oral presentations, critiques, individual and group projects.

## Typical Course Content and Topics

### Sample 1:

Week 1: Introductions / Outline / What is Creativity?  
 Week 2: Ensemble / Play / Thinking with our Bodies  
 Week 3: Creating a Scene: Devising  
 Week 4: Creating a Scene: Improvising  
 Week 5: Creating a Scene: Structuring  
 Week 6: Creating a Scene: Revising  
 Week 7: Creating a Scene: Presenting  
 Week 8: Multimedia: Storytelling in Different Media  
 Week 9: Multimedia: Creative Writing / Team Writing  
 Week 10: Multimedia: Explorations in Visual Art and Music  
 Week 11: Multimedia: Re-imagining / Inventing  
 Week 12: Multimedia: Pitching / Critiquing  
 Week 13: Multimedia: Group Project Work  
 Week 14: Multimedia: Presentations / Review / Wrap

### Sample 2:

Week 1: What is creativity? What is creative thinking?  
*Creative thinking exercises.*  
 Week 2: What is an idea? Brainstorming techniques.  
 How to generate ideas and present ideas.

*Idea generation and presentation workshop.*

Week 3: How design is influenced by the way people see.

Gestalt theory and the role of illusions and metaphor.

*Perception exercises.*

Week 4: Edward de Bono's 6 Thinking Hats.

A framework for thinking.

*Group exercise: Exploring your own creativity.*

Week 5 and 6: The concept map. Analyzing an object.

Defining the social, historical, informational and instructional contexts.

*Assignment: Creating a visual map.*

Week 7: Making meaningful connections between concepts.

Visualizing relationships.

*Group assignment: Framing a problem. Defining a creative brief.*

Working in teams: politics, diplomacy and consensus.

Week 8: Design thinking and the design process.

How discovery, research, ideation, iteration, prototyping, feedback and implementation are used to identify new solutions to diverse problems.

*Group assignment: Implementing design thinking.*

Week 9: The discovery process.

Defining the emotional and physical requirements of an audience.

*Group assignment: Creating personas. The imaginary audience.*

Week 10: Research

Using research as a guide for problem solving.

*Group assignment: Implementing a research plan.*

Week 11: Ideation through visual storytelling.

Using structure to create meaning. Developing content.

*Group assignment: Making the abstract concrete.*

Week 12 to 13: Solving a problem.

The iterative process. Design and prototyping.

*Group assignment: Critiquing incremental work.*

Week 14: Final group presentations.

Evaluating a design solution. Personal reflections.

*Critique and self-assessment.*

# MEMO



**To:** CWC, CACC, CAC, UEC, Senate  
**From:** Hamish Telford, Department Head  
**Date:** September 18<sup>th</sup>, 2014  
**Re:** POSC 333 Discontinued

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**Summary of Changes:**

Discontinued:

POSC 333 On Indigenous Land: The Politics of Diaspora and Indigeneity

**Rationale:**

POSC 333 was introduced by Rita Dhamoon in the spring of 2010 and offered once. Dr. Dhamoon has subsequently left the university. The course was very specific to Dr. Dhamoon, and none of the current faculty in political science can teach this course (and we think there's very little likelihood of finding a sessional to teach the course, even if we had money in our budget).

On the other hand, our new colleague Dr. Fiona MacDonald is very well equipped to teach POSC 301: The Canadian State and Indigenous Government and she is looking forward to adding this to her regular rotation of courses in the very near future. (Dr. MacDonald is currently just in her second term at UFV – she comes to us from the University of Manitoba, where she was a tenure track assistant professor for five years). POSC 301 has not been offered previously but we are planning to offer it in the near future, and thereby maintain our commitment to Indigenization.

**Memo**

To: UEC, CACC, Alissa Webb – College of Arts

From: Bruce Kirkley

Date: September 19, 2014

Subject: Revisions to THEA 101: Change to number of hours, revisions to calendar description and learning outcomes

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. Change to number of hours, revisions to calendar description and learning outcomes
  1. Rationale for change: The change to number of hours, from 50 to 45, makes THEA 101 consistent with other 100 level THEA courses (111, 112) that do not include a lab component and with 100 level ENGL courses such as ENGL 130 (Introduction to Drama). The revisions to the calendar description and learning outcomes reflect THEA 101's role in delivering the Theatre department's program learning outcomes and the skills students develop in the course.
  2. Summary of substantive changes: The previous learning outcomes required instructors to address a large amount of specific content, which was difficult to address in 13 weeks and often limited the time available for students to engage in sustained reflective discussion or develop writing and critical analysis skills. Learning outcomes 1-6 emphasize the development of critical viewing practices and of aesthetic appreciation for theatre, fostered through watching live performance and reading plays. These allow instructors substantially more flexibility in course content while ensuring the course's focus remains on critical viewing and reading practices. Learning outcomes 7-9 more explicitly address the academic skills students develop in THEA 101 and clarify how THEA 101 contributes to the delivery of program learning outcomes. The revised calendar description reflects these shifts in learning outcomes.
- B. Budget and Learning Outcome Issues
  1. How does your course address the UFV Learning Outcomes? Several of the course's learning outcomes directly reflect UFV's ILOs: ILO 1 (demonstrate information competency) is addressed, at an introductory level, in course learning outcomes addressing research skills and use of information to support opinions; ILO 2 (analyze critically and imaginatively) is one of the key focuses of this course, addressed in course learning outcomes 1, 2, and 4; ILO 5 (communicate effectively) is introduced in course learning outcomes 7 and 9. Instructional methods, particularly the use of small group activities, workshops, and student presentations, provide opportunities for students to develop (at an introductory level) ILOs 4 (initiate inquiries and develop solutions to problems), 6 (self-motivated and self-reflective learning), 7 (collaborative leadership), and 8 (engage in respectful and professional practices).
  2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? This course can be used to satisfy one of the prerequisites for THEA 203 and THEA 204, which are cross-listed as ENGL 233 and ENGL 234. The revisions to THEA

101's learning outcomes, particularly 7-9, will ensure that students are better prepared for these 200 level courses.

3. What consideration has been given to indigenizing the curriculum? The second and sixth learning outcomes (Describe the relationships between space, audience, performers, and narrative observed while watching live performances; Describe how theatre and live performance produce affective responses, with reference to own experiences as audience member) allow for instructors to introduce students to performances that do not fit into western theatrical paradigms and for students to address how their own cultural experiences affect their response to performances. Instructors can choose to incorporate plays and fieldtrips to performances by Indigenous artists in order to meet learning outcomes 1-6. Assignments, particularly the research presentation, can provide students with the opportunity to explore Indigenous theatre and performance.
4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area: N/A
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
5. If this course is not eligible for PLAR, explain why. N/A
6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded? Students are required to see specific performances as part of this course and field trips are generally organized to make it easier for students to see plays in the Lower Mainland. Students who cannot attend a field trip are provided with options (seeing the play on another day, seeing a different performance). Fieldtrip dates are provided in syllabus and are often emailed to students before the semester begins but are not announced in the timetable. Students are responsible for the cost of fieldtrips.
7. Please provide an estimate of the typical costs for this course, including textbooks and other materials. Textbooks typically cost \$75-\$100. Tickets to performances typically cost \$25-\$50. Changes to learning outcomes will make it easier to teach this course without assigning an expensive textbook.



ORIGINAL COURSE IMPLEMENTATION DATE: September 1998  
 REVISED COURSE IMPLEMENTATION DATE: September 2015  
 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> THEA 101                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                     |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Introduction to Theatre Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                     |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                     |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department (or program if no department):</b> Theatre                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                     |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>THEA 101 introduces students to researching theatre and analyzing dramatic and performance texts. Students will observe, discuss, and write critically about live theatre and performance. Students are required to attend plays at venues in the Lower Mainland and Fraser Valley.                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                     |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | NONE.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                     |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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 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"> <tr> <td>Lecture hours</td> <td>15</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>20</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: Attending theatre performances</td> <td>10</td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 15 | Seminars/tutorials/workshops | 20 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: Attending theatre performances | 10 | <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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                     |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                     |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                     |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                     |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                     |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours: Attending theatre performances                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                     |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                     |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                     |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Bruce Kirkley                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                     |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                     |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                     |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <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:

- Explain how the aesthetic choices directors, actors and designers make contribute to the overall meaning of live performances
- Describe the relationships between space, audience, performers, and narrative observed while watching live performances
- Explain basic literary and dramatic elements of a script, including genre, dramatic structure and plot, language, and characters
- Identify the performance choices for directors, actors, and designers that are presented by a script
- Outline how a team of artists creates a live theatrical performance
- Describe how theatre and live performance produce affective responses, with reference to own experiences as audience member
- Express a simple argument in writing, using evidence to support opinions and citing sources following MLA guidelines for documentation
- Investigate research questions by consulting a range of print and web-based sources
- Present ideas and factual information to peers in formal and informal contexts

**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, class discussion, small group activities, workshops, field trips to live performances, student 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. Wagstaff, R.            | Birdsong                             | <input type="checkbox"/> | Oberon        | 2013 |
| 2. Mortimer, J.            | A Christmas Carol                    | <input type="checkbox"/> | Bloomsbury    | 2011 |
| 3. Choi, I.                | Kim's Convenience                    | <input type="checkbox"/> | HarperCollins | 2012 |
| 4. Patterson, J.           | The Enjoyment of Theatre             | <input type="checkbox"/> | Pearson       | 2013 |
| 5.                         |                                      | <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:         | 25% | Assignments: | 50% | Midterm exam:     | % | Practicum: | %  |
| Quizzes/tests:      | 10% | Lab work:    | %   | Field experience: | % | Shop work: | %  |
| Group presentation: | 15% | Other:       | %   | Other:            | % | Total:     | 0% |

**Details (if necessary):** Assignments may include production notes, reflection paper or response journal, and essays ranging from 500-1500 words.

**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: What is theatre?

Week 2: Spaces and audiences

Week 3: How to watch a play #1 – how does theatre communicate ideas to audiences?

Week 4: How to watch a play #2 – the roles of directors, designers, actors

Week 5: Fieldtrip and discussion– Kim's Convenience

Week 6: How to read a script – genre and structure

Week 7: How to read a script – character and language

Week 8: Fieldtrip and discussion - Birdsong

Week 9: Canadian theatre companies – present research projects

Week 10: How theatre gets made – professional theatre organization

Week 11: Interpreting scripts for performance – developing concepts and making production choices

Week 12: Fieldtrip and discussion – A Christmas Carol

Week 13: Conclusion and exam review

**From:** [cwconsult-bounces@ufv.ca](mailto:cwconsult-bounces@ufv.ca) on behalf of [Amanda Grimson](#)  
**To:** [cwconsult](#)  
**Cc:** [Sue Brigden](#)  
**Subject:** [CWC] ENGL 081 prerequisite changes  
**Date:** November-14-14 4:45:04 PM  
**Attachments:** [ENGL081 Revised Official Course Outline 2014.docx](#)

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Please send CWC comments on the attached to Sue Brigden. The UEC Screening Subcommittee has reviewed this proposal.

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**From:** Sue Brigden  
**Sent:** September-25-14 10:57 AM  
**Subject:** English 081 Course Outline

Hi Amanda,  
Here is the ENG 081 course outline on the new template. The changes are minor and have been approved at FC on May 9.  
Sue



ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE:

September 2015

COURSE TO BE REVIEWED: (six years after UEC approval) September 2020

Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ENGL 081

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

Course Full Title: Advanced English

Course Short Title: ENGL 081

Faculty: Faculty of Access and Open Studies

Department (or program if no department): Upgrading and University Preparation

### Calendar Description:

This university preparatory course develops in-depth skills in the writing process, reading, critical thinking, literary analysis, research, grammar, and oral communications. Emphasis is placed on developing essay writing skills. Completion of ENGL 081 with a C+ or better satisfies the prerequisite requirement for ENGL 105.

**Prerequisites (or NONE):** One of the following: English 071, English 10 with a C or better, English 11 with a C- or better, English 12 with a C- or better, Communications 11 with a B or better, Communications 12 with a C+ or better, LPI essay score of 24 or higher (level 4), CPT score of 41 or better, ESL WG 74 with a C+ or better, Accuplacer Write Placer 5 or Accuplacer Write Placer ESL 6

**Note:** As of January 2016, prerequisites will change to the following: One of the following: English 071, English 10 with a C+ or better, English 11 with a C or better, English 12 with a C or better, Communications 12 with a B or better, LPI essay score of 24 or higher (level 4), CPT score of 41 or better, or ESL WG 74 with a C+ or better.

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

### 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

**Total Hours: 90**

### Typical structure of instructional hours:

|                                            |           |
|--------------------------------------------|-----------|
| Lecture hours                              | 45        |
| Seminars/tutorials/workshops               | 45        |
| Laboratory hours                           |           |
| Field experience hours                     |           |
| Experiential (practicum, internship, etc.) |           |
| Online learning activities                 |           |
| Other contact hours:                       |           |
| <b>Total</b>                               | <b>90</b> |

### Special Topics

Will the course be offered with different topics?

☐ Yes ☒ No

If yes, different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

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

**Maximum enrolment (for information only): 25**

**Expected frequency of course offerings**

(every semester, annually, etc.): Every semester

Department / Program Head or Director: Trudy Archie

Date approved:

Campus-Wide Consultation (CWC) Anna Wauthy

Date of posting:

Faculty Council approval

Date approved:

Dean/Associate VP: Susan Brigden

Date approved:

Undergraduate Education Committee (UEC) approval

Date of meeting:

ENGL081

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

### Learning Outcomes

Upon successful completion of the course, it is expected that students will be able to:

- 1) Read and respond critically to literature, essays, and other topical readings.
- 2) Develop pre-writing, revising, and editing skills in order to produce essays and other types of writing.
- 3) Locate, read, evaluate, and document reference sources such as periodicals, reports, technical materials, and literature.
- 4) Develop the interpersonal communication skills required for classroom discussions and presentations.
- 5) Apply appropriate study skills, including summarizing, note-taking, and test-taking strategies.

### Prior Learning Assessment and Recognition (PLAR)

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

- 1) Read and summarize an article, short story, or essay.
- 2) Research an essay or report.
- 3) Write a 500 word persuasive essay on demand.
- 4) Make an oral presentation.
- 5) Provide a work-based assessment or validation letter or interview.

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

The standard format will involve a combination of lecture, class discussion, individual and small group instruction, project work, and computer assisted instruction where computers are available.

**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. Langan, J.                       | <i>College Writing Skills with Readings</i> (Cdn. Ed)  | <input type="checkbox"/> |                  |                           |
| 2. Norton & Green                   | <i>Essay Essentials with Readings</i>                  | <input type="checkbox"/> |                  |                           |
| 3. Hacker, D                        | <i>A Canadian Writer's Reference</i>                   | <input type="checkbox"/> |                  |                           |
| 4. Anker, S.                        | <i>Real Writing</i>                                    | <input type="checkbox"/> |                  |                           |
| 5. Alexie, S.                       | <i>The Absolutely True Diary of a Part-Time Indian</i> | <input type="checkbox"/> |                  |                           |

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

Tickets to UFV play  
Print Card

### Typical Evaluation Methods and Weighting

|            |     |                                                                                                      |     |                                                        |     |                        |     |
|------------|-----|------------------------------------------------------------------------------------------------------|-----|--------------------------------------------------------|-----|------------------------|-----|
| Final Exam | 15% | Writing Assignments<br>(Journals, 3-5 essays, written<br>in and outside of class,<br>research paper) | 40% | Other Assignments<br>(Grammar,<br>presentations, etc.) | 25% | Literature Assignments | 20% |
|------------|-----|------------------------------------------------------------------------------------------------------|-----|--------------------------------------------------------|-----|------------------------|-----|

Details (if necessary):

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

### Typical Course Content and Topics

- 1) Structure of basic essay forms
- 2) Grammar review
- 3) Evaluation and organization of information into a research assignment
- 4) Class discussions and assignments on various genres of literature
- 5) Student presentations

**Memo**

To: CWC, CACC, UEC

From: Bruce Kirkley, Department Head, Theatre

Date: 10 October, 2014

Subject: Minor Revision: Theatre Diploma

1. Rationale for change: The Theatre department would like to move information about the option to audition for THEA 112 (Essentials of Acting) from Entrance Requirements to Program Requirements. The audition option actually pertains to meeting course prerequisites and is not, in fact, a requirement for being admitted to the program. Please note that this correction was identified by Elaine Harris in relation to the Associate of Arts, Theatre when changes to this program were reviewed by CWC last April. Hence, correcting the placement of the audition information in the Theatre Diploma calendar copy is essentially a housekeeping matter, and not an actual change to the entrance requirements for the program.

The department would also like to remove the Sample Program Outline section from the calendar copy, since the repetition of the two lists (Program Requirements and Program Outline) could be confusing, especially for students looking at the program information for the first time. The sample program outline will be included in information about the Diploma program on the department's website instead.

The department was also advised by CACC (October 2014) to remove the section on Transfer since this information is already covered elsewhere in the calendar.

2. Summary of substantive changes (in the order they appear in the calendar copy):
  - Section on Transfer removed.
  - Entrance and program requirements revised as per the explanation above.
  - Sample Program Outline removed from calendar description.

**Theatre diploma**

UFV offers a two-year, 60 credit program leading to a diploma in theatre. Graduates are qualified to seek entry into professional training schools, or to transfer to university degree programs. Exceptional students may be ready to seek professional work upon graduation. The program also gives students an enriched appreciation of theatre and enhanced skills for involvement in theatre.

**Transfer**

~~The majority of courses in the Theatre diploma program are transferable. Consult the B.C. Provincial Transfer Guide at [bctransferguide.ca](http://bctransferguide.ca) for details. Students who plan to continue their education at another post-secondary institution should make themselves fully aware of its requirements, particularly when choosing electives. Consult the calendar, the B.C. Provincial Transfer Guide, and a Arts advisor for advice.~~

**Entrance requirements**

1. B.C. Secondary school graduation or equivalent, or 19 years of age or older before classes begin.

~~2. Applicants with previous training in acting may audition for direct admission to THEA 112 Essentials of Acting. Applicants with no training in acting should enroll in THEA 111 Introduction to Acting.~~

~~32.~~ Students with university-level credit must have a grade point average of 2.0 on all credits attempted. Transcripts must be submitted to substantiate this.

~~43.~~ Applicants must satisfy the English language proficiency requirement. For details on how this requirement may be met, see [English language proficiency requirement](#) in the Admissions section of the calendar.

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

**When to apply**

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

**How to apply**

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

Additional documents required for a complete application:

- Proof of B.C. secondary school graduation or equivalent.
- Transcripts (or interim transcripts) showing grade/course achievement as per entrance requirements.

2. Students who have attended a post-secondary institution must submit an official transcript (sealed envelope) for each institution attended, whether or not they have completed courses there. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section for details. To retain your original application date, order early so transcripts arrive within two weeks of the date your application is mailed or submitted.

~~3. For students planning to audition for direct admission to THEA 112 Essentials of Acting: when your application has been processed by the Office of the Registrar, you will receive information on audition dates, and a copy of the audition guidelines. These guidelines are also available on the Theatre website. Applicants who reside outside the Lower Mainland area should contact the Theatre department assistant for alternate arrangements.~~

~~43.~~ Upon admission to the program you will be provided with registration information. A deposit is required when you register (see the [Fees and Other Costs](#) section). This money will be applied toward your tuition fees. Final payment of all course fees is due the end of the second week of classes.

If you meet all of the entrance requirements, but the program is full, you will be given an opportunity to register in the Arts Studies program path. Should a space become available at a later date, you will be contacted.

~~54.~~ In cases where interim transcripts are submitted, an admission decision may be made conditional upon completion of academic requirements. Proof of completion of entrance requirements are due the beginning of August.

Basis for admission decision

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

~~Students auditioning for direct admission to THEA 112 Essentials of Acting will be assessed on their ability to do the following:~~

- ~~• Demonstrate self-aware physical and vocal presentation skills;~~
- ~~• Listen and observe effectively when performing;~~
- ~~• Use role-play and dramatic enactment to explore life-experiences;~~
- ~~• Respond to critique constructively;~~
- Collaborate with others as part of a creative team.

**Part-time students**

Students who attend UFV part-time, or who are enrolled in other programs, may take any available theatre course for which they have the prerequisites. Part-time students wanting to complete the Theatre diploma should consult the calendar or meet with an Arts advisor to ensure they are completing the appropriate courses in the correct sequence.

**Fees and additional costs**

See the [Fees and Other Costs](#) section for more information. Books and additional supplies cost approximately \$100-200 per course. Additional costs may include theatre tours, workshop fees, art supplies, makeup, exercise mats, and suitable acting-class clothing.

**Location**

The Theatre department's facilities are located at the CEP and Yale Road campus locations in Chilliwack. Most classes are held at CEP and most activities related to the department's production season are carried out in the performance theatre on Yale Road. The department also offers courses in Abbotsford.

**Standing required for continuance**

Theatre diploma students must maintain a 2.0 cumulative grade point average (CGPA).

**Academic warning**

Students whose grades fall below a 2.0 CGPA will be placed on Academic Warning for the next semester. A student on Academic Warning may not register in Theatre practicum courses or a course overload. Students who achieve a semester grade point average of 2.0 will continue on Academic Warning until the CGPA equals or exceeds 2.0.

**Required to withdraw**

Students who do not achieve a minimum semester grade point average of 2.0 while on Academic Warning will be withdrawn from the Theatre program. A student who has been required to withdraw may continue to take courses as an Arts Studies student.

**Readmission to the program**

To be readmitted to the Theatre diploma, you must complete nine university-level credits (can be duplicate courses), with a minimum 2.0 CGPA. Once these criteria are met, you may apply for readmission at the Office of the Registrar. When readmitted, you will remain on Academic Warning until your overall CGPA is 2.0.

**Graduation**

A cumulative grade point average of 2.0 is required in order to receive a diploma.

It is the student's responsibility to ensure all program requirements are met. This should be done through regular consultation with the Arts advisor for Theatre.

Diploma candidates who qualify to receive a UFV Theatre diploma must be approved by the UFV Arts division and the Senate.

Students must apply for graduation by completing a Request to Graduate form available at the Office of the Registrar. We recommend this be done in the first month of the graduating semester. The final deadline for submissions is April 1, with all program requirements completed by April 30 for students wishing to attend the June convocation ceremony.

### **Program requirements**

#### **Theatre Practice requirements: 15 credits**

| <b>Course</b>      | <b>Title</b>           | <b>Credits</b> |
|--------------------|------------------------|----------------|
| <b>One of:</b>     |                        |                |
| THEA 111           | Introduction to Acting | 3              |
| <b>or</b> THEA 112 | Essentials of Acting   |                |

#### **Required:**

|          |                              |   |
|----------|------------------------------|---|
| THEA 121 | Technical Theatre I          | 3 |
| THEA 123 | Technical Theatre II         | 3 |
| THEA 199 | Technical Theatre Practicum  | 3 |
| THEA 299 | Theatre Production Practicum | 3 |

**Note: The prerequisite for THEA 112 is THEA 111 with a B, or audition. Students with previous training or experience in acting may audition for direct admission to THEA 112. Please refer to the Theatre website for information on audition dates and guidelines. THEA 111, if taken, may be used as an elective.**

#### **Theatre Studies requirements: 12 credits**

| <b>Course</b>     | <b>Title</b>                                    | <b>Credits</b> |
|-------------------|-------------------------------------------------|----------------|
| THEA 101          | Introduction to Theatre                         | 3              |
| THEA 203/ENGL 233 | History of Theatre and Drama: Antiquity to 1642 | 3              |
| THEA 204/ENGL 234 | History of Theatre and Drama: 1642 to 1914      | 3              |

|          |                       |   |
|----------|-----------------------|---|
| ENGL 130 | Introduction to Drama | 3 |
|----------|-----------------------|---|

**Writing Requirement: 3 credits**

| Course                   | Title                                                | Credits |
|--------------------------|------------------------------------------------------|---------|
| <b>One of:</b>           |                                                      |         |
| ENGL 105<br>(see Note 1) | Academic Writing                                     | 3       |
| <b>or</b> CMNS 155       | Introduction to Workplace and Academic Communication |         |

Note 1: Students who enter the Theatre diploma program with a grade of A in English 12 (or an equivalent course), or a grade of A in ENGL 099, or a grade of A in English 091, may replace the ENGL 105 requirement with any ENGL course numbered 108 or higher.

Note 2: In assessing a high school grade, the BA program uses the blended final grade. English 12 equivalent courses include English Literature 12, English 12 First Peoples, International Baccalaureate English A (standard level or higher level), Advanced Placement English.

**Elective requirements: 30 credits****12 credits chosen from:**

- THEA 112 (Essentials of Acting), THEA 211 (Acting III), THEA 215 (Voice and Body I), THEA 220 (Stage Management), THEA 250 (Storytelling), THEA 199, THEA 299
- Notes:
  - o THEA 112 may not be counted as an elective if used it to satisfy the Theatre Practice requirement
  - o Students interested in Acting should register in THEA 211 and 215
  - o Students interested in Technical Theatre should register in THEA 220 and in an additional practicum course (THEA 199 or THEA 299)
  - o Students may repeat THEA 199 and THEA 299 for credit, provided the letter designation and production role differ.

**12 credits chosen from:**

- Subject areas other than Theatre
- At least 3 of these credits must be chosen from a creative arts discipline: Art History, Fashion Design, Film Studies, Graphic Design, Media and Communication Studies, or any lower-level English course designated as Creative Writing.

**6 credits chosen from:**

- Any subject area, including Theatre

- All elective credits must be university level.
- Students planning to use the diploma to transfer into a Bachelor of Arts, Bachelor of Fine Arts, or other program should consult the calendar or meet with an Arts advisor to ensure they select electives that meet the requirements of the BA, BFA, or other program.
- Elective credits must be chosen from courses other than ENGL 105, 130, 233, and 234.

**Sample program outline**

**First year**

**Semester I**

| Course   | Title                                                 | Credits |
|----------|-------------------------------------------------------|---------|
| THEA 101 | Introduction to Theatre                               | 3       |
| THEA 111 | Introduction to Acting (Theatre lower level elective) | 3       |
| THEA 121 | Introduction to Technical Theatre I                   | 3       |
| ENGL 105 | Academic Writing                                      | 3       |
| Elective | Subject area other than Theatre                       | 3       |
| Total    | -                                                     | 15      |

**Semester II**

| Course   | Title                                | Credits |
|----------|--------------------------------------|---------|
| THEA 112 | Essentials of Acting                 | 3       |
| THEA 123 | Introduction to Technical Theatre II | 3       |
| THEA 199 | Technical Theatre Practicum          | 3       |
| ENGL 130 | Introduction to Drama                | 3       |
| Elective | Creative Arts elective               | 3       |
| Total    | -                                    | 15      |

**Second year**

**Semester III**

| Course             | Title                                                               | Credits |
|--------------------|---------------------------------------------------------------------|---------|
| THEA 203/ENGL 233  | History of Theatre and Drama: Antiquity to 1642                     | 3       |
| <b>One of:</b>     | -                                                                   | 3       |
| THEA 211           | Acting III                                                          | -       |
| <b>or</b> THEA 220 | Stage Management for Live Events (if focusing on technical theatre) | -       |
| -                  | -                                                                   | -       |

|          |                                                           |    |
|----------|-----------------------------------------------------------|----|
| THEA 299 | Theatre Production Practicum (if not taken in first year) | 3  |
| Elective | Theatre lower level elective                              | 3  |
| Elective | Subject area other than Theatre                           | 3  |
| Total    | -                                                         | 15 |

#### **Semester IV**

| Course                 | Title                                                                | Credits      |
|------------------------|----------------------------------------------------------------------|--------------|
| THEA 204/ENGL 234      | History of Theatre and Drama: 1642 to 1914                           | 3            |
| <b>One of:</b>         | -                                                                    | 3            |
| THEA 215               | Voice and Body I                                                     | -            |
| THEA 199               | Technical Theatre Practicum (if not taken in first year)             | -            |
| <del>or THEA 299</del> | <del>Theatre Production Practicum (if not taken in first year)</del> | <del>-</del> |
| -                      | -                                                                    | -            |
| Elective               | Subject area other than Theatre                                      | 3            |
| Elective               | Any subject area including Theatre (see Note)                        | 3            |
| Elective               | Any subject area including Theatre (see Note)                        | 3            |
| Total                  | -                                                                    | 18           |

~~Note: Students may take an upper level theatre course, provided they have met the necessary prerequisites.~~

#### **Practica**

Theatre practica are assigned to each production in the department's annual season of theatre. Two practica are required for the diploma: THEA 199 (Technical Theatre Practicum) and THEA 299 (Theatre Production Practicum). Students are strongly advised to complete one of the required theatre practica in each year of the two-year diploma. The department also offers two credit/non-credit practica designed for students who wish to develop additional experience in theatre practice: THEA 290 (Theatre Practice – Small Ensemble) and THEA 295 (Theatre Practice – Large Ensemble).

Theatre practicum courses require from 45 to 130 total hours spread over approximately 10 weeks. Rehearsals are usually scheduled on Monday, Wednesday, and Thursday evenings and on weekends (usually Sunday afternoon or evening).

Since each production represents a unique project, students may repeat THEA 199 or 299 once for further elective credit towards a Theatre diploma. Students may also acquire as many THEA 290 or THEA 295 credits as they wish. A maximum of twelve lower-level practicum credits (six required from THEA 199 and 299, and six elective credits from THEA 199, 299, 290, or 295) can be counted towards the diploma. In all cases, additional credit will only be granted when the work undertaken in each practicum represents a different production role.

Acting roles in the practicum sections are obtained through audition.

**Work Study**

The Theatre department participates in UFV's work study program. Consult the student Financial Aid department.

**Course listings**

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

**Memo for Program Changes**

To: Tracy Ryder Glass, Dean of Faculty of Professional Studies and Faculty Council

From: Seonaigh MacPherson, Adult Education Department Head and Corinne Richardson, Program Advisor

Date: October 1<sup>st</sup>, 2014

**Subject: Program name change Adult Education and Workplace Training certificate (AEWTC)**

1. Summary of changes

**Change the title for the Adult Education and Workplace Training certificate (AEWTC) to Workplace Training certificate (WTC)**

2. Rationale for change:

**The simplified title change will help with marketing the program. The revised title reflects the current trend toward simplified titles.**

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

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

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

6. How will students be impacted? (Indicate the projected number of students impacted.)

**Since the AEWTC is relatively new (2012) with a total of 13 graduates to date, there will be no discernable impact on them as a result of this proposed change. If the change is approved, the department will be contacting AEWTC graduates to advise them of the change and provide a document indicating their designation is equal to the new title.**

Is the change expected to increase/decrease enrolment in the program?

**The change is to help increase enrolment because the shorted title (WTC) will increase the marketing effectiveness because of the simplified and memorable title.**

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

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

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

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

**Memo for Program Changes**

To: CACC and Dean of Arts, Jacqueline Nolte

From: Jill Bain

Date: October 24, 2014

**Subject: Program change – Visual Arts major**

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

- ☐ Program revision that requires new resources
- ☒ Addition of new course options or deletion or substitution of a required course (see bullets)
- ☐ Change to the majority of courses in an approved program
- ☐ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☐ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☐ Other – Please specify:
  - The addition of the THEA extended minor as a program that will accept THEA 370 as a course option in place of one studio IV course in the VA major
  - The addition of the Fashion extended minor as a program that will accept FD 193 as a course option in place of one 100-level Art History course.
  - The removal of the option for THEA minor students to substitute THEA 370 for VA402/AH 402 or VA 404/AH 404
  - The removal of specifications on the electives within the VA major
  - The removal of redundant wording about required studio, arts and lab science credits
  - The removal of a stipulation on Art History credits to be achieved by 60 credits

2. Rationale for change(s):

- It is reasonable to allow a student in the THEA extended minor to make the same substitution as a student in the THEA minor. This will service all BFA students with any kind of THEA declaration equally.
- Likewise, it is reasonable to allow a student in the Fashion extended minor to make the same substitution as a student in the Fashion minor. This will service all BFA students with any kind of Fashion declaration equally.
- VA 402 and VA 404 are capstone courses where program level learning outcomes are refined and strengthened. To allow students a substitution for one of these courses would deprive them of a valuable educational experience at the senior level. Production in these

senior capstone courses is also linked to the graduation exhibition, and thus it is in the best interests of all VA major students to fully participate in both these courses.

- The inclusion of elective stipulations within the VA major is creating additional constraints in an already heavily prescribed major. The Visual Arts program committee agrees that it is healthy to encourage students to explore across a range of fine arts disciplines, but would like to remove the *requirement* to do so. This will also allow students with interests in other liberal arts or science areas to make better use of credit. It is clearly stated in BFA requirements that 45 upper level credits are required for graduation; this doesn't need to be included in the elective requirements.
  - References to 60 studio credits and 33 arts and lab science credits are redundant and are bulking up the prospective degree audit unnecessarily. These requirements will be met by the fulfillment previously stated requirements and can be deleted here without changing the program in any way.
  - The requirement for a minimum number of Art History credits with a GPA of 2.0 has not proven to be necessary in the six years the VA major has been offered. Students self-select AH courses fairly early in their program, and institutional continuance policies are set at 2.0 for the program; there is no need to single out AH courses in this way.
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: N/A
  4. What consideration has been given to indigenizing the curriculum? N/A
  5. Will additional resources be required? If so, how will these costs be covered? N/A
  6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? N/A
  7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?
    - a. The elective credit that is being altered is, in practice, the elective credit in the BFA after the VA major requirements are completed. A change is being made to electives, but there will still be 24 elective credits for students declaring a VA major within the BFA degree.
  8. Identify any available resources that will be used to accommodate the program changes. (e.g.: seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) N/A
  9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.
    - a. The removal of a requirement for students to take electives in other BFA areas may impact enrollments in these courses somewhat. However, it is highly likely VA major students will continue to choose elective courses in these areas. The breadth of disciplines within this

requirement was wide enough that it should not have a serious impact on any single discipline or course. Further commentary will be provided by the Dean, as necessary.

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

**Visual Arts major**

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

**Foundation series: 12 credits**

| Course    | Title                                         | Credits |
|-----------|-----------------------------------------------|---------|
| VA 113    | Introduction to Drawing                       | 3       |
| VA 115    | Introductory Studio I: Material Processes     | 3       |
| VA 116    | Introductory Studio II: Space, Form, and Time | 3       |
| VA 160    | Introduction to Video Production              | 3       |
| or VA 180 | Digital Photography I                         |         |

**Studio core: 36 credits**

| Course                                                    | Title                               | Credits |
|-----------------------------------------------------------|-------------------------------------|---------|
| Studio I through IV of three complete studio disciplines: |                                     | 36      |
| VA 223, 224, 321, and 322                                 | Painting/Drawing I, II, III, and IV |         |
| VA 231, 232, 331, and 332                                 | Sculpture I, II, III, and IV        |         |
| VA 251, 252, 351, and 352                                 | Print Media I, II, III, and IV      |         |
| VA 271, 272, 371, and 372                                 | New Media I, II, III, and IV        |         |
| VA 283, 284, 383, and 384                                 | Photography I, II, III, and IV      |         |

Note: Theatre minor [or extended minor](#) students may substitute THEA 370 for one studio IV course.

**Art History core: 20 credits**

| Course    | Title                                                 | Credits |
|-----------|-------------------------------------------------------|---------|
| AH 102    | History of Western Art: 1400 to the Present           | 3       |
| AH 200    | Critical Approaches to Thinking and Writing about Art |         |
| or AH 205 | Art Practices and Popular Culture I                   | 3       |
| AH 314    | Arts in Context: Modernism                            |         |
| or AH 315 | Arts in Context: Contemporary                         | 4       |

Plus:

|                                                          |   |
|----------------------------------------------------------|---|
| One additional 100-level Art History course (see Note 1) | 3 |
| One additional 200-level Art History course              | 3 |
| One additional 300-level Art History course              | 4 |

Note 1: Fashion minor or extended minor students may substitute FD 193 for the 100-level Art History course.

Note 2: The completion of all required 300-level AH credits is a prerequisite for VA/AH 401.

**Senior series: 16 credits**

| Course        | Title                                  | Credits |
|---------------|----------------------------------------|---------|
| VA 360        | Professional Development and Practices | 3       |
| VA 401/AH 401 | Senior Seminar I                       | 4       |
| VA 402        | Senior Studio I                        | 3       |
| VA 403/AH 403 | Senior Seminar II                      | 3       |
| VA 404        | Senior Studio II                       | 3       |

~~Note: Theatre minor students may substitute THEA 370 for either VA 402/AH 402 or VA 404/AH 404.~~

~~Electives: 24 credits~~

~~The elective credits in the Visual Arts major must encompass the following criteria:~~

- ~~• Three credits must be upper-level.~~
- ~~• Six credits must be from BFA-related disciplines: Film Studies, Theatre, Graphic Design, Fashion Design, or MACS; LAS 100 or 206; ENGL 104, 165, 208, 211, 212, 213, 215, 302, 303, 311, 313, 315, 317, 377, 378, or 381; or CIS 145, 146, 160, 162, 165, 180, 185, 245, or 262.~~

Additional requirements for BFA with a Visual Arts major

Additional program requirements will be met in part by fulfilling the requirements noted above. The following must also be included in the 120 credits required for the BFA:

- ~~• 60 studio credits, including 30 upper-level credits.~~

- ~~• 33 arts and lab science credits, including 12 upper-level credits (this includes the BFA general requirements in the areas of writing, lab science, and reasoning, as well as 21 credits in Art History).~~
- At least 15 upper-level credits that count towards the major must be completed at UFV.
- Bachelor of Fine Arts general requirements must be satisfied.
- The following courses must be completed at UFV, and may not be acquired through transfer or PLAR: AH 401/VA 401, VA 402, AH 403/VA 403, and VA 404.
- ~~• Six credits in Art History with a minimum cumulative grade of 2.0 must be attained by the end of 60 credits in the BFA Visual Arts major.~~

#### Declaration

Students declaring the Visual Arts major must meet the following requirements:

- Completion of the studio introduction courses (VA 113, VA 115, VA 116, and one of either VA 160 or VA 180) and six credits of Art History with a minimum CGPA of 2.33 on all six courses.
- A successful portfolio review for the purpose of declaration. See the BFA Educational Advisor for portfolio guidelines and specific submission dates. Major declaration portfolios will be reviewed twice annually, in April and October.

For further information on the declaration process, please see the [BFA section](#) of the calendar.

#### Course listings

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

**Memo for Program Changes**

To: CACC and Dean of Arts, Jacqueline Nolte

From: Jill Bain

Date: October 24, 2014

**Subject: Program change – Visual Arts major**

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

- ☐ Program revision that requires new resources
- ☒ Addition of new course options or deletion or substitution of a required course (see bullets)
- ☐ Change to the majority of courses in an approved program
- ☐ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☐ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☐ Other – Please specify:
  - The addition of the THEA extended minor as a program that will accept THEA 370 as a course option in place of one studio IV course in the VA major
  - The addition of the Fashion extended minor as a program that will accept FD 193 as a course option in place of one 100-level Art History course.
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2. Rationale for change(s):

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- VA 402 and VA 404 are capstone courses where program level learning outcomes are refined and strengthened. To allow students a substitution for one of these courses would deprive them of a valuable educational experience at the senior level. Production in these

senior capstone courses is also linked to the graduation exhibition, and thus it is in the best interests of all VA major students to fully participate in both these courses.

- The inclusion of elective stipulations within the VA major is creating additional constraints in an already heavily prescribed major. The Visual Arts program committee agrees that it is healthy to encourage students to explore across a range of fine arts disciplines, but would like to remove the *requirement* to do so. This will also allow students with interests in other liberal arts or science areas to make better use of credit. It is clearly stated in BFA requirements that 45 upper level credits are required for graduation; this doesn't need to be included in the elective requirements.
  - References to 60 studio credits and 33 arts and lab science credits are redundant and are bulking up the prospective degree audit unnecessarily. These requirements will be met by the fulfillment previously stated requirements and can be deleted here without changing the program in any way.
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3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: N/A
  4. What consideration has been given to indigenizing the curriculum? N/A
  5. Will additional resources be required? If so, how will these costs be covered? N/A
  6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? N/A
  7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?
    - a. The elective credit that is being altered is, in practice, the elective credit in the BFA after the VA major requirements are completed. A change is being made to electives, but there will still be 24 elective credits for students declaring a VA major within the BFA degree.
  8. Identify any available resources that will be used to accommodate the program changes. (e.g.: seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) N/A
  9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.
    - a. The removal of a requirement for students to take electives in other BFA areas may impact enrollments in these courses somewhat. However, it is highly likely VA major students will continue to choose elective courses in these areas. The breadth of disciplines within this

requirement was wide enough that it should not have a serious impact on any single discipline or course. Further commentary will be provided by the Dean, as necessary.

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

**Visual Arts major**

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

**Foundation series: 12 credits**

| Course    | Title                                         | Credits |
|-----------|-----------------------------------------------|---------|
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| VA 116    | Introductory Studio II: Space, Form, and Time | 3       |
| VA 160    | Introduction to Video Production              | 3       |
| or VA 180 | Digital Photography I                         |         |

**Studio core: 36 credits**

| Course                                                    | Title                               | Credits |
|-----------------------------------------------------------|-------------------------------------|---------|
| Studio I through IV of three complete studio disciplines: |                                     | 36      |
| VA 223, 224, 321, and 322                                 | Painting/Drawing I, II, III, and IV |         |
| VA 231, 232, 331, and 332                                 | Sculpture I, II, III, and IV        |         |
| VA 251, 252, 351, and 352                                 | Print Media I, II, III, and IV      |         |
| VA 271, 272, 371, and 372                                 | New Media I, II, III, and IV        |         |
| VA 283, 284, 383, and 384                                 | Photography I, II, III, and IV      |         |

Note: Theatre minor [or extended minor](#) students may substitute THEA 370 for one studio IV course.

**Art History core: 20 credits**

| Course    | Title                                                 | Credits |
|-----------|-------------------------------------------------------|---------|
| AH 102    | History of Western Art: 1400 to the Present           | 3       |
| AH 200    | Critical Approaches to Thinking and Writing about Art |         |
| or AH 205 | Art Practices and Popular Culture I                   | 3       |
| AH 314    | Arts in Context: Modernism                            |         |
| or AH 315 | Arts in Context: Contemporary                         | 4       |

Plus:

|                                                          |   |
|----------------------------------------------------------|---|
| One additional 100-level Art History course (see Note 1) | 3 |
| One additional 200-level Art History course              | 3 |
| One additional 300-level Art History course              | 4 |

Note 1: Fashion minor or extended minor students may substitute FD 193 for the 100-level Art History course.

Note 2: The completion of all required 300-level AH credits is a prerequisite for VA/AH 401.

**Senior series: 16 credits**

| Course        | Title                                  | Credits |
|---------------|----------------------------------------|---------|
| VA 360        | Professional Development and Practices | 3       |
| VA 401/AH 401 | Senior Seminar I                       | 4       |
| VA 402        | Senior Studio I                        | 3       |
| VA 403/AH 403 | Senior Seminar II                      | 3       |
| VA 404        | Senior Studio II                       | 3       |

~~Note: Theatre minor students may substitute THEA 370 for either VA 402/AH 402 or VA 404/AH 404.~~

~~Electives: 24 credits~~

~~The elective credits in the Visual Arts major must encompass the following criteria:~~

- ~~• Three credits must be upper-level.~~
- ~~• Six credits must be from BFA-related disciplines: Film Studies, Theatre, Graphic Design, Fashion Design, or MACS; LAS 100 or 206; ENGL 104, 165, 208, 211, 212, 213, 215, 302, 303, 311, 313, 315, 317, 377, 378, or 381; or CIS 145, 146, 160, 162, 165, 180, 185, 245, or 262.~~

Additional requirements for BFA with a Visual Arts major

Additional program requirements will be met in part by fulfilling the requirements noted above. The following must also be included in the 120 credits required for the BFA:

- ~~• 60 studio credits, including 30 upper-level credits.~~

- ~~• 33 arts and lab science credits, including 12 upper-level credits (this includes the BFA general requirements in the areas of writing, lab science, and reasoning, as well as 21 credits in Art History).~~
- At least 15 upper-level credits that count towards the major must be completed at UFV.
- Bachelor of Fine Arts general requirements must be satisfied.
- The following courses must be completed at UFV, and may not be acquired through transfer or PLAR: AH 401/VA 401, VA 402, AH 403/VA 403, and VA 404.
- ~~• Six credits in Art History with a minimum cumulative grade of 2.0 must be attained by the end of 60 credits in the BFA Visual Arts major.~~

#### Declaration

Students declaring the Visual Arts major must meet the following requirements:

- Completion of the studio introduction courses (VA 113, VA 115, VA 116, and one of either VA 160 or VA 180) and six credits of Art History with a minimum CGPA of 2.33 on all six courses.
- A successful portfolio review for the purpose of declaration. See the BFA Educational Advisor for portfolio guidelines and specific submission dates. Major declaration portfolios will be reviewed twice annually, in April and October.

For further information on the declaration process, please see the [BFA section](#) of the calendar.

#### Course listings

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

**Memo for Program Changes**

**To:** Amanda Grimson, Undergraduate Education Committee Assistant; Jacqueline Nolte, Dean of Arts; Sylvie Murray, Program Development Coordinator

**From:** Martha Dow, Head, Social, Cultural and Media Studies

**Date:** 22/09/2014

**Subject:** Program Change (Media Literacy Certificate)

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

- ☐ Program revision that requires new resources
- ☒ Addition of new course options or deletion or substitution of a required course
- ☐ Change to the majority of courses in an approved program
- ☐ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☐ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☒ Other – Please specify:  
*Rephrasing entrance requirements for clarity;*  
*Requiring MACS 110 **and/or** 130 instead of MACS 110 **and** 130.*

2. Rationale for change(s):

***Rephrasing Entrance Requirements for Clarity***

*The current entrance requirements could be clearer about who can complete the Media Literacy certificate. The wording has therefore been simplified. It is inspired by the entrance requirements for the certificates in Early Modern Studies, Geographic Information Systems, Portfolio Essentials and Professional Communication Essentials.*

***Requiring MACS 110 and/or 130 instead of MACS 110 and 130***

*The MACS minor only requires that students take MACS 110 **and/or** 130. For this smaller certificate, it makes sense to follow this model. This change will make the Media Literacy certificate more desirable and accessible to students and easier to complete in a timely manner.*

***Adding Two Second-Year Options to the Existing List***

*Two second-year courses that fulfill the requirements for the certificate have been developed since the certificate was first proposed: MACS 201 and MACS 235. These two courses have therefore been added as options. This change, like the first, will make the certificate more accessible and desirable to students.*

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

*No change to program outcomes.*

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

*The changes to the certificate should not affect how much students are exposed to indigenous content.*

*There is indigenous content in MACS courses. Students, moreover, can focus on indigenous issues in some of their assignments.*

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

*No additional resources will be required.*

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

*These changes are expected to have a positive impact on enrolment in the Media Literacy certificate because they offer more choices to students.*

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

8. *No change.*

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

*The changes to the certificate will not necessitate changes in the use of available resources.*

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

*The number of required or elective courses from other disciplines in the program is not changing.*

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

#### **Calendar Copy**

##### **Entrance requirements**

Students currently enrolled in UFV post-secondary programs are only required to meet the course prerequisites.

Students who are new to UFV should follow the normal procedure for admission to the university.

B.C. secondary school graduation or equivalent or minimum of 19 years of age before the first day of classes.

~~This certificate is intended for students who wish to complete it at the same time as they pursue~~

~~another program, but students may be admitted directly if they choose. Students must ensure that they meet course prerequisites.~~

(...)

**Program outline**

**Certificate requirements: 9 credits** from the list below, including MACS 110, MACS 130 or both

| Course                    | Title                                       | Credits             |
|---------------------------|---------------------------------------------|---------------------|
| MACS 110                  | Introduction to Communication Theory        | 3                   |
| MACS 130                  | Mass Communications in Canada               | 3                   |
| <u>MACS 201</u>           | <u>Music and Society I</u>                  |                     |
| <b><del>One of:</del></b> |                                             | <b><del>3</del></b> |
| MACS 215                  | Advertising as Social Communication         |                     |
| MACS 221                  | Media and Popular Cultures                  |                     |
| MACS 230                  | Cultural Industries in Canada               |                     |
| <u>MACS 235</u>           | <u>Introduction to Journalism in Canada</u> |                     |
| MACS 240                  | Media, Money, and Power                     |                     |

~~9 credits from the list below including one of MACS 110 or 130. Either MACS 110 or 130 must be included among the 9 credits.~~

**From:** Eric Spalding  
**Sent:** November-17-14 1:21 PM  
**To:** Amanda Grimson; cwconsult  
**Cc:** Martha Dow; Sydney Lamirand  
**Subject:** RE : Media Literacy certificate changes

Hi all!

I agree with the UEC Screening Subcommittee's comments.

The note should be deleted. As for "Certificate requirements," I propose the following phrasing: "9 credits from the list below, including MACS 110, MACS 130 or both" (see attachment). This wording makes it clear that students, if they want to, can count both MACS 110 and 130 towards the Certificate.

Many thanks for your attention to this matter and best regards!

Eric Spalding  
Social, Cultural and Media Studies

---

**De :** [cwconsult-bounces@ufv.ca](mailto:cwconsult-bounces@ufv.ca) [cwconsult-bounces@ufv.ca] de la part de Amanda Grimson  
**Envoyé :** 14 novembre 2014 16:39  
**À :** cwconsult  
**Cc :** Martha Dow; Sydney Lamirand  
**Objet :** [CWC] Media Literacy certificate changes

Please send CWC comments on the attached to Martha Dow.

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

- Suggest that "Certificate requirements: 9 credits from the list below" be changed to "Certificate requirements: 9 credits from the list below, including one of MACS 110 or MACS 130". This would allow the note to be deleted, and give more clarity.

**From:** Rebekah Brackett  
**Sent:** October-21-14 1:56 PM  
**To:** Amanda Grimson  
**Subject:** SCREENING: SCMS

Hi Amanda,

Please see the attached for the screening subcommittee.

Thank you,

Rebekah Brackett  
Committees Assistant, College of Arts  
University of the Fraser Valley (UFV)

604.504-7441 ext 4199 | [www.ufv.ca](http://www.ufv.ca)  
33844 King Road, Abbotsford, BC, Canada V2S 7M8



**UFV NON-DEGREE PROGRAM PROPOSAL**

Records Management Specialist  
**UNIVERSITY OF THE FRASER VALLEY**

Continuing Education  
Faculty of Access and Continuing Education

Submitted for Campus Wide Consultation

December-10-14

This material is for internal distribution and use only.

*Records Management certificate program, submitted for UEC*

1

## Table of Contents

|                                                                              |   |
|------------------------------------------------------------------------------|---|
| INSTITUTION, PROGRAM AND CREDENTIAL IDENTIFICATION .....                     | 3 |
| Name of Institution: .....                                                   | 3 |
| Title of Program: .....                                                      | 3 |
| Credential to be awarded to graduates: .....                                 | 3 |
| Length of Program: .....                                                     | 3 |
| Rationale for the credential: .....                                          | 3 |
| Program Working Group .....                                                  | 3 |
| EXECUTIVE SUMMARY: .....                                                     | 4 |
| PROGRAM DESCRIPTION .....                                                    | 4 |
| Purpose and Goals .....                                                      | 4 |
| Target Audiences .....                                                       | 4 |
| Labour Market Demand .....                                                   | 5 |
| Avoiding necessary duplication in the system .....                           | 5 |
| Provincial, national and/or international certifications and standards ..... | 5 |
| CURRICULUM: .....                                                            | 6 |
| Program Learning Outcomes .....                                              | 6 |
| Program Structure .....                                                      | 6 |
| PROGRAM CONSULTATION AND EVALUATION .....                                    | 7 |
| Student Loan Program Eligibility .....                                       | 7 |
| Program Review and Evaluation .....                                          | 7 |
| Safety and Risk Management .....                                             | 7 |
| ADMISSION AND TRANSFER .....                                                 | 7 |
| Admission .....                                                              | 7 |
| Program Laddering .....                                                      | 7 |
| ATTACHMENTS .....                                                            | 7 |

## INSTITUTION, PROGRAM AND CREDENTIAL IDENTIFICATION

**Name of Institution:** University of the Fraser Valley

**Title of Program:** Records Management Specialist

**Credential to be awarded to graduates:** *certificate, Type B*

### Length of Program:

230 hours

- Full-time schedule, 4 months
- Part-time schedule, up to 3 years

### Rationale for the credential:

The Records Management Specialist (RMS) certificate is a revenue-generating initiative that brings together the expertise of local industry professionals in collaboration with the UFV Continuing Education department. The program meets an identified need in the Fraser Valley region to provide employment-focussed entry-level skills in areas of core record maintenance and the accompanying administration skills that include training in Microsoft Office, business communications, and digital age literacy.

### Program Working Group

|                                                    |                                                                                              |
|----------------------------------------------------|----------------------------------------------------------------------------------------------|
| Jill Harrison, chair<br><b>Phone:</b> 604-864-4638 | Program Manager<br><b>Email:</b> Jill.Harrison@ufv.ca                                        |
| Andrew Geider                                      | Instructor<br><b>Email:</b> <a href="mailto:Andrew.Geider@shaw.ca">Andrew.Geider@shaw.ca</a> |
| Emiko Petit<br><b>Phone:</b> 604-854-4559          | Program Coordinator<br><b>Email:</b> Emiko.Petit@ufv.ca                                      |
| Toby Willis-Camp                                   | Instructor<br><b>Email:</b> Toby.WillisCamp@ufv.ca                                           |

*Records Management certificate program, submitted for UEC*

3

## EXECUTIVE SUMMARY:

The Continuing Education department seeks approval of the proposed non-credit Records Management Specialist certificate program. The aim of this program is to deliver employment-focussed training that equips students with the job-ready skills they require for entry level careers in government, non-profit, healthcare, legal, and business organizations that require administrative assistance in maintaining their physical and electronic records.

## PROGRAM DESCRIPTION

### Purpose and Goals

The Records Management Specialist (RMS) certificate aims to prepare and equip administrative assistants with the skills they require to manage and maintain an organization's physical and electronic records.

All organizations follow records management practices with different degrees of sophistication; however all practices are informed by ARMA International. This program was designed using the principles set out by ARMA International.

As Technology has significantly impacted the manner in which an organization's records are handled, this program includes additional training in the areas of software, communication, and digital literacy skills to help the administrative assistant respond an organization's need to access a record in a timely manner.

Graduates of the Continuing Education Records Management Specialist program will have the knowledge, skills, and abilities to be successful in any entry level administrative assistant role that involves records management responsibilities.

### Target Audiences

The proposed RMS certificate program aligns well with UFV's Strategic Plan in that it is entrepreneurial, provides students with job-ready skills that local employers seek.

We anticipate that this program will generate \$30,000 - \$70,000 gross revenue for the institution each year based on offering one fulltime cohort. With the development of online, part time and contract training there will be an opportunity to increase these revenues.

Recruitment target groups for the RMS certificate program include:

- Fraser Valley professionals looking to enter an administrative assistant career that specializes in record management practices
- Working professionals that are interested in updating their existing records management skills
- Recent UFV graduates looking for training in records management (to complement existing education at UFV)

- Business owners wishing to increase their own skill set or the skills of their staff in records management focused activities (to promote industry training)

### Labour Market Demand

What sets this innovative certificate program apart from other programs is that it meets a regional and provincial need. It helps Fraser Valley students connect with RM professionals and employers in their own community. Local RM professionals and employers involved in the certificate will teach the courses, deliver guest lectures, and provide practicum opportunities for students to help UFV expand on strategic linkages and alliances with the RM industry in the region.

The current labor market outlook for records assistants is strong, with an estimated growth of 15% from 2010 to 2020, according to Work BC (Province of British Columbia, 2013). Further, with the rapid changes in technology, existing records assistants require upgrading to their skills to respond to the introduction of digital records.

### Avoiding necessary duplication in the system

There are a limited number of institutions that offer an entry level records management certificate program. The Association of Records Management recognizes Vancouver Community College. VCC offers three records management programs. There are also a number of records management courses in eastern Canada but in British Columbia there appear to be only portions of records management curriculum offered in Business Management diplomas or Office Management Certificates. Additionally, Library Tech programs at Langara and UFV offer courses in records management however these programs train students at a technologist level, whereas the proposed program aims to prepare students at an administrative assistant level.

### Provincial, national and/or international certifications and standards

This program was designed using the principles set out by ARMA International. The proposed RMS certificate represents collaboration between UFV's Continuing Education and community members with the consultation of the Applied Business Technology and Library and Information Technology departments.

ARMA Canada's aim is to educate, advocate and provide resources to the community of records and information management. ARMA Canada is comprised of 14 chapters (1,800+ Canadian members) representing Canada from "coast-to-coast.". The standards can be found at <http://www.armacanada.org>.

## CURRICULUM:

### Program Learning Outcomes

The program focuses on meeting the following employment-related learning outcomes. Upon successful completion of the RMS certificate, students will be able to work with:

1. Electronic Records Storage – inside and outside sources
2. Filing of Records
3. Retrieval of Records
4. Retention of Records
5. Disposition of Records
6. Policies and Procedures of Record Management
7. Record Management Standards

The program length is 230 hours (150 contact hours and 80 practicum hours) and may be completed in a full-time or part-time schedule. Opportunities for part-time studies and online studies are being considered. Courses do not grant academic credit.

### Program Structure

| Course Number | Course Title                                      | Contact Hours |
|---------------|---------------------------------------------------|---------------|
| RM01          | Fundamentals of Records Management                | 15            |
| RM02          | Records Management Classifications and Vocabulary | 30            |
| RM03          | Records Management Systems                        | 30            |
| RM04          | RM Digital Age Literacy                           | 15            |
| RM05          | RM Databases: ACCESS                              | 15            |
| RM06          | RM Spreadsheets: EXCEL                            | 15            |
| RM07          | RM Word-processing : WORD and POWERPOINT          | 15            |
| RM08          | RM Business Communications                        | 15            |
| RM09          | Records Management Practicum                      | 80            |
|               | Total Hours                                       | 230           |

## PROGRAM CONSULTATION AND EVALUATION

### Student Loan Program Eligibility

The RMS certificate program, specifically some full time schedules will meet the program eligibility requirements as outlined at [www.bcsap.bc.ca](http://www.bcsap.bc.ca)

### Program Review and Evaluation

The RMS certificate program will be reviewed under Policy 189, Academic Program and Unit Reviews.

### Safety and Risk Management

There are no safety or risk management factors to consider for this program.

## ADMISSION AND TRANSFER

### Admission

Student applications for program admission are accepted on a continuous basis throughout the year. Qualified applicants are considered for the next intake in which there is space. Program prerequisites include:

- B.C. secondary school graduation or equivalent or minimum of 19 years of age before the first day of classes.
- Applicants must satisfy the English language proficiency requirement. For details on how this requirement may be met, see English language proficiency requirement in the Admissions section of the calendar.

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

### Program Laddering

At this time there is no UFV laddering available.

## ATTACHMENTS

- Program Outline
- Official Course Outlines

*Records Management certificate program, submitted for UEC*

7

**From:** [Jill Harrison](#)  
**To:** [Amanda Grimson](#); [cwconsult](#)  
**Cc:** [Liana Thompson](#)  
**Subject:** RE: Records Management Specialist and courses  
**Date:** November-25-14 12:07:55 PM

---

Follow up to UEC Screening subcommittee comments:

Point one and three have been updated

Point two – The reason for why PLAR cannot be awarded has been added to the course outline for Digital Age Literacy.

Point four – Samantha emailed to explain the committee’s concern for course overlaps. The point of the concern focused on business communications courses being offered in a number of CE certificate programs. Currently CE business communication courses do have a core curriculum that is applied to the individual certificate programs. Mark Brosinski explained that this process of incorporating the business communication courses into the separate certificate programs creates a seamless OReg procedure – For example RM for all records management courses and HR for all human resource courses. Ian McAskill replied on the 24<sup>th</sup> of November – He has no concerns with overlaps with CIS 100 and CIS 110. Neither course are business communications per se.

---

**From:** Amanda Grimson  
**Sent:** November-14-14 4:52 PM  
**To:** cwconsult  
**Cc:** Jill Harrison; Liana Thompson  
**Subject:** Records Management Specialist and courses

Please send CWC comments on the attached to Jill Harrison and Liana Thompson.

**UEC Screening Subcommittee comments:**

- Course code and numbers (RM01, etc.) should be added to course outlines.
- Digital Age Literacy: no reason given for why PLAR cannot be awarded.
- Suggest that all course prerequisites include “Admission to the Records Management Specialist certificate program.”
- CIS and Communications departments should be specifically consulted regarding potential course overlaps.

---

**From:** Jill Harrison  
**Sent:** November-05-14 11:46 AM  
**To:** Amanda Grimson  
**Cc:** Sylvie Murray; Liana Thompson  
**Subject:** Records Management Specialist - Campus Wide Consult

Hi Amanda,

Here is the Proposal and Course Descriptions for Records Management Specialist Certificate Program for Campus Wide Consult.

This is my first attempt – let me know if you need anything else ☺

Regards,  
Jill

Jill Harrison, EdD candidate

**Program Manager, Continuing Education**

University of the Fraser Valley

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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                              |                                   |                                       |                         |                                 |                        |                           |                                            |                                                         |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-----------------------------------|---------------------------------------|-------------------------|---------------------------------|------------------------|---------------------------|--------------------------------------------|---------------------------------------------------------|----------------------------|--|----------------------|--|--------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> RM01                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Number of Credits:</b> <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                              |                                   |                                       |                         |                                 |                        |                           |                                            |                                                         |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Course Full Title:</b> Fundamentals of Records Management<br><b>Course Short Title:</b> Fundamentals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                              |                                   |                                       |                         |                                 |                        |                           |                                            |                                                         |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Faculty:</b> Faculty of Access and Open Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Department (or program if no department):</b> Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                              |                                   |                                       |                         |                                 |                        |                           |                                            |                                                         |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Calendar Description:</b><br><p>An overview of the roles, responsibilities, terminology, and governing principles of current records management practices. Strategies for implementing a records program in a variety of different organizations will be discussed.</p>                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                              |                                   |                                       |                         |                                 |                        |                           |                                            |                                                         |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Note:</b> Students with credit for cannot take this course for further credit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                              |                                   |                                       |                         |                                 |                        |                           |                                            |                                                         |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Prerequisites (or NONE):</b> Admission to the Records Management Specialist certificate program.<br><b>Corequisites (if applicable, or NONE):</b> NONE<br><b>Pre/corequisites (if applicable, or NONE):</b> NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                              |                                   |                                       |                         |                                 |                        |                           |                                            |                                                         |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                        | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Note: If yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |                                                              |                                   |                                       |                         |                                 |                        |                           |                                            |                                                         |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Total Hours: 15</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;">15</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: right;"><b>15</b></td> </tr> </table> | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 15                                                           | Seminars/tutorials/workshops      |                                       | Laboratory hours        |                                 | Field experience hours |                           | Experiential (practicum, internship, etc.) |                                                         | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>15</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes,<br>Different lettered courses may be taken for credit:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i><br><b>Maximum enrolment (for information only):</b> 20<br><b>Expected frequency of course offerings</b><br>(every semester, annually, etc.): Two per semester |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                              |                                   |                                       |                         |                                 |                        |                           |                                            |                                                         |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                              |                                   |                                       |                         |                                 |                        |                           |                                            |                                                         |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                              |                                   |                                       |                         |                                 |                        |                           |                                            |                                                         |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                              |                                   |                                       |                         |                                 |                        |                           |                                            |                                                         |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                              |                                   |                                       |                         |                                 |                        |                           |                                            |                                                         |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                              |                                   |                                       |                         |                                 |                        |                           |                                            |                                                         |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                              |                                   |                                       |                         |                                 |                        |                           |                                            |                                                         |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>15</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                              |                                   |                                       |                         |                                 |                        |                           |                                            |                                                         |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td><b>Department / Program Head or Director:</b> Liana Thompson</td> <td><b>Date approved:</b> May 5, 2014</td> </tr> <tr> <td><b>Campus-Wide Consultation (CWC)</b></td> <td><b>Date of posting:</b></td> </tr> <tr> <td><b>Faculty Council approval</b></td> <td><b>Date approved:</b></td> </tr> <tr> <td><b>Dean/Associate VP:</b></td> <td><b>Date approved:</b></td> </tr> <tr> <td><b>Undergraduate Education Committee (UEC) approval</b></td> <td><b>Date of meeting:</b></td> </tr> </table>                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Department / Program Head or Director:</b> Liana Thompson | <b>Date approved:</b> May 5, 2014 | <b>Campus-Wide Consultation (CWC)</b> | <b>Date of posting:</b> | <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>    |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Department / Program Head or Director:</b> Liana Thompson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Date approved:</b> May 5, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                              |                                   |                                       |                         |                                 |                        |                           |                                            |                                                         |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                              |                                   |                                       |                         |                                 |                        |                           |                                            |                                                         |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                              |                                   |                                       |                         |                                 |                        |                           |                                            |                                                         |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

RM01

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:

- Describe the role of records management in organizations
- Identify differences between vital and non-vital records
- Identify federal and provincial regulatory requirements and standards for RM (federal and provincial privacy, PIPEDA, access to information, evidence, taxation and business corporation acts)
- Conduct a records inventory and appraisal
- Implement a records retention and disposition policy
- Make the business case to implement a RM program

## Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because topics are highly specialized to a records management career.

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

Instructional Methods: a combination of lecture, group activities, and self-directed learning.

**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. | Read, J                             | Records Management                          | <input checked="" type="checkbox"/> | Cengage          | 2011                      |
| 2. |                                     |                                             | <input type="checkbox"/>            |                  |                           |
| 3. |                                     |                                             | <input type="checkbox"/>            |                  |                           |
| 4. |                                     |                                             | <input type="checkbox"/>            |                  |                           |
| 5. |                                     |                                             | <input type="checkbox"/>            |                  |                           |

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

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

## Typical Evaluation Methods and Weighting

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

Details (if necessary):

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

## Typical Course Content and Topics

Class 1 – Role of a records manager  
 Class 2 – Vital and non-vital records  
 Class 3 – Federal and provincial regulatory requirements  
 Class 4 – Records inventory/appraisal and retention/disposition  
 Class 5 – Obstacles to implementing a records management program



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: RM02

Number of Credits: 0 [Course credit policy \(105\)](#)

Course Full Title: Records Management Classification and Vocabulary

Course Short Title: Records Classification

Faculty: Faculty of Access and Open Studies

Department (or program if no department): Continuing Education

### Calendar Description:

Today's records exist in countless formats: digital or physical, personal or shared. Classifying records allows for systematic identification and coding which results in easy retrieval. Students will learn how to code within various classification systems.

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

**Prerequisites (or NONE):** Admission to the Records Management Specialist certificate program.

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

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

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

### Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OReg to submit to BCCAT):

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

Resubmit revised outline for articulation: ☐ Yes ☒ No

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

**Total Hours: 30**

### Typical structure of instructional hours:

|                                            |           |
|--------------------------------------------|-----------|
| Lecture hours                              | 30        |
| Seminars/tutorials/workshops               |           |
| Laboratory hours                           |           |
| Field experience hours                     |           |
| Experiential (practicum, internship, etc.) |           |
| Online learning activities                 |           |
| Other contact hours:                       |           |
| <b>Total</b>                               | <b>30</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): 20**

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

Department / Program Head or Director: Liana Thompson

Date approved: May 5, 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:

RM02

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:

- Explain the role of classification in managing an organization's records
- Describe advantages and disadvantages of using a business function analysis approach
- Describe advantages and disadvantages of using the subject approach
- Explain "taxonomy" and its role in records management
- Build a records series using a classification structure, including a taxonomy
- Describe the importance of using metadata to describe electronic records
- Explain the difference between indexing and classification in RM
- Apply a classification scheme to a record at various points in its lifecycle

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

☐ Yes ☒ No, PLAR cannot be awarded for this course because topics are highly specialized to a records management career.

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

Instructional Methods: a combination of lecture, group activities, and self-directed learning.

**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. Read, J                          | Records Management                          | <input checked="" type="checkbox"/> | Cengage          | 2011                      |
| 2.                                  |                                             | <input type="checkbox"/>            |                  |                           |
| 3.                                  |                                             | <input type="checkbox"/>            |                  |                           |
| 4.                                  |                                             | <input type="checkbox"/>            |                  |                           |

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

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

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |   |            |    |
|----------------|-----|--------------|-----|-------------------|---|------------|----|
| Final exam:    | 40% | Assignments: | 40% | Midterm exam:     | % | Practicum: | %  |
| Quizzes/tests: | 20% | Lab work:    | %   | Field experience: | % | Shop work: | %  |
| Other:         | %   | Other:       | %   | Other:            | % | Total:     | 0% |

**Details (if necessary):**

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

**Typical Course Content and Topics**

Class 1 – Record inspection  
 Class 2 – Role of classification  
 Class 3 – Business function analysis approach, taxonomy  
 Class 4 – Records Classification  
 Class 5 – Records Classification  
 Class 6 – Using metadata  
 Class 7 – Indexing  
 Class 8 – Indexing  
 Class 9 – Classification in the record lifecycle  
 Class 10 – Records Classification



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: RM03

Number of Credits: 0 [Course credit policy \(105\)](#)

Course Full Title: Records Management Systems  
 Course Short Title: Systems

Faculty: Faculty of Access and Open Studies

Department (or program if no department): Continuing Education

### Calendar Description:

An introduction to records management systems. Topics will stem from the life cycle of a record and result in the creation of a records management system from inventory to destruction.

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

**Prerequisites (or NONE):** Admission to the Records Management Specialist certificate program.

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

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

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

### Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OReg to submit to BCCAT):

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

Resubmit revised outline for articulation: ☐ Yes ☒ No

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

**Total Hours: 30**

### Typical structure of instructional hours:

|                                            |           |
|--------------------------------------------|-----------|
| Lecture hours                              | 30        |
| Seminars/tutorials/workshops               |           |
| Laboratory hours                           |           |
| Field experience hours                     |           |
| Experiential (practicum, internship, etc.) |           |
| Online learning activities                 |           |
| Other contact hours:                       |           |
| <b>Total</b>                               | <b>30</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): 20**

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

Department / Program Head or Director: Liana Thompson

Date approved: May 5, 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:

**RM03**

**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:

- Describe the steps of the lifecycle of a record management system (RM)
- Evaluate filing systems for print and electronic records
- Describe storage systems for print and electronic records
- Describe how classification, indexing and storage for record retrieval
- Describe how enterprise records management (ERM) technology is used to provide better access to information and control costs
- Evaluate ERM software programs
- Create an RM system for an organization: conduct a records appraisal/inventory, create a retention and destruction schedule, draw up a disaster recovery plan
- Describe training and technology resources necessary for successful implementation of an RM program

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

☐ Yes ☒ No, PLAR cannot be awarded for this course because topics are highly specialized to a records management career.

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

Instructional Methods: a combination of lecture, group activities, and self-directed learning.

**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. Read, J.                         | Records Management                          | <input checked="" type="checkbox"/> | Cengage          | 2011                      |
| 2.                                  |                                             | <input type="checkbox"/>            |                  |                           |
| 3.                                  |                                             | <input type="checkbox"/>            |                  |                           |

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

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

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |   |            |    |
|----------------|-----|--------------|-----|-------------------|---|------------|----|
| Final exam:    | 40% | Assignments: | 40% | Midterm exam:     | % | Practicum: | %  |
| Quizzes/tests: | 20% | Lab work:    | %   | Field experience: | % | Shop work: | %  |
| Other:         | %   | Other:       | %   | Other:            | % | Total:     | 0% |

**Details (if necessary):**

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

**Typical Course Content and Topics**

Class 1 – Lifecycle of a record  
 Class 2 – Systems for physical records  
 Class 3 – Systems for digital records  
 Class 4 – Record retrieval  
 Class 5 – Record retrieval  
 Class 6 – Enterprise records management (ERM) technology  
 Class 7 – Evaluate ERM software programs  
 Class 8 – Systems applications  
 Class 9 – Systems applications  
 Class 10 – Implementation of a RM program



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: RM04

Number of Credits: 0 [Course credit policy \(105\)](#)

Course Full Title: Digital Age Literacy  
 Course Short Title:

Faculty: Faculty of Access and Open Studies

Department (or program if no department): Continuing Education

### Calendar Description:

Focus on technical skills needed to work in this digital age. Topics include electronic communications using Microsoft® Outlook, organization and transfer of data, and record security.

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

**Prerequisites (or NONE):** Admission to the Records Management Specialist certificate program.

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

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

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

### Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OREg to submit to BCCAT):

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

Resubmit revised outline for articulation: ☐ Yes ☒ No

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

**Total Hours: 15**

### Typical structure of instructional hours:

|                                            |           |
|--------------------------------------------|-----------|
| Lecture hours                              | 15        |
| Seminars/tutorials/workshops               |           |
| Laboratory hours                           |           |
| Field experience hours                     |           |
| Experiential (practicum, internship, etc.) |           |
| Online learning activities                 |           |
| Other contact hours:                       |           |
| <b>Total</b>                               | <b>15</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):** 20

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

Department / Program Head or Director: Liana Thompson

Date approved: May 5, 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:

RM04

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:

- Use data management techniques for a variety of storage mediums
- Use Microsoft ® Outlook to communicate, manage tasks and contacts, and schedule appointments
- Apply security measures to ensure record integrity

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

☐ Yes ☒ No, PLAR cannot be awarded for this course because topics are highly specialized to a records management career

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

Instructional Methods: a combination of lecture, instructor demonstration, presentations, and student practice exercises.

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

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

|    | <u>Author Surname,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u>                   | <u>Current Edition</u>              | <u>Publisher</u> | <u>Year<br/>Published</u> |
|----|-------------------------------------|---------------------------------------------------------------|-------------------------------------|------------------|---------------------------|
| 1. | Cramm, C. M.                        | New Perspectives on Communicating in Business with Technology | <input checked="" type="checkbox"/> | Cengage          | 2007                      |
| 2. | Hoisington, C.<br>Freund, S. M.     | Microsoft Outlook 2013: Introductory (Shelly Cashman Series)  | <input checked="" type="checkbox"/> | Cengage          | 2013                      |
| 3. |                                     |                                                               | <input type="checkbox"/>            |                  |                           |
| 4. |                                     |                                                               | <input type="checkbox"/>            |                  |                           |
| 5. |                                     |                                                               | <input type="checkbox"/>            |                  |                           |

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

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

**Typical Evaluation Methods and Weighting**

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

**Details (if necessary):**

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

**Typical Course Content and Topics**

Departments typically list course content by week, unit, or module. Please provide one or more examples for a typical course term.

Class 1 – Storage medium organization  
 Class 2 – Microsoft Outlook, Email  
 Class 3 – Microsoft Outlook, Calendar  
 Class 4 – File transfer procedures  
 Class 5 – Folder and document properties and protection



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Course Code and Number: RM05                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | Number of Credits: 0 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Course Full Title: Databases: Access<br>Course Short Title:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Faculty: Faculty of Access and Open Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | Department (or program if no department): Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Calendar Description:</b><br>Skill development and application of introductory database concepts using Microsoft Access. Topics include building reports and forms; designing, creating, maintaining, editing, and querying a database; and creating reports and forms.                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Note: Students with credit for</b> <b>cannot take this course for further credit.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Prerequisites (or NONE):</b> Admission to the Records Management Specialist certificate program.<br><b>Corequisites (if applicable, or NONE):</b> NONE<br><b>Pre/corequisites (if applicable, or NONE):</b> NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                 |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Note: If yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total Hours: 15</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></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>15</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 15 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>15</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes,<br>Different lettered courses may be taken for credit:<br><input checked="" 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>15</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Maximum enrolment (for information only):</b> 20<br><b>Expected frequency of course offerings</b><br>(every semester, annually, etc.): Two per semester.                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Department / Program Head or Director: Liana Thompson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | Date approved: May 5, 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:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |

RM05

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:

- Design and build a database using appropriate tables, fields, and primary keys.
- Create queries to locate, sort, and manipulate database data.
- Maintain the database by updating and filtering records, modifying database structure, and setting validation rules.
- Construct business-ready reports and forms.

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

☐ Yes ☒ No, PLAR cannot be awarded for this course because topics are highly specialized to a records management career.

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

Instructional Methods: a combination of lecture, instructor demonstration, and student practice exercises.

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

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

| <u>Author Surname,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u> | <u>Current Edition</u>              | <u>Publisher</u> | <u>Year<br/>Published</u> |
|-------------------------------------|---------------------------------------------|-------------------------------------|------------------|---------------------------|
| 1. Pratt, S                         | Microsoft Access 2013: Introductory         | <input checked="" type="checkbox"/> | Cengage          | 2013                      |
| 2.                                  |                                             | <input type="checkbox"/>            |                  |                           |
| 3.                                  |                                             | <input type="checkbox"/>            |                  |                           |
| 4.                                  |                                             | <input type="checkbox"/>            |                  |                           |
| 5.                                  |                                             | <input type="checkbox"/>            |                  |                           |

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

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

**Typical Evaluation Methods and Weighting**

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

**Details (if necessary):**

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

**Typical Course Content and Topics**

Departments typically list course content by week, unit, or module. Please provide one or more examples for a typical course term.

Class 1 – Introduction to Databases (chapter 1)  
 Class 2 – Querying a Database (chapter 2)  
 Class 3 – Maintaining a Database (chapter 3)  
 Class 4 – Reports (chapter 4)  
 Class 5 – Review and Integration (chapters 1 – 4)



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Course Code and Number: RM06                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | Number of Credits: 0 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Course Full Title: Spreadsheets: Excel<br>Course Short Title: Excel                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Faculty: Faculty of Access and Open Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | Department (or program if no department): Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Calendar Description:</b><br>Skill development and application of spreadsheet concepts using Microsoft® Excel software. Emphasis is on creating and using spreadsheets for business application.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Note: Students with credit for</b> <b>cannot take this course for further credit.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Prerequisites (or NONE):</b> Admission to the Records Management Specialist certificate program.<br><b>Corequisites (if applicable, or NONE):</b> NONE<br><b>Pre/corequisites (if applicable, or NONE):</b> NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                   |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Note: If yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total Hours: 15</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: center;">15</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: center;"><b>15</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 15 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>15</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes,<br>Different lettered courses may be taken for credit:<br><input checked="" 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>15</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Maximum enrolment (for information only):</b> 20<br><b>Expected frequency of course offerings</b><br>(every semester, annually, etc.): Two per semester.                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Department / Program Head or Director: Liana Thompson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | Date approved: May 5, 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:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |

RM06

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:

- Design spreadsheets
- Format worksheets
- Use formulas and functions
- Analyze and evaluate business data using Excel statistical tools

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

☐ Yes ☒ No, PLAR cannot be awarded for this course because topics are highly specialized to a records management career.

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

Instructional Methods: a combination of lecture, instructor demonstration, presentations, and student practice exercises.

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

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

|    | <u>Author Surname,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u> | <u>Current Edition</u>              | <u>Publisher</u> | <u>Year<br/>Published</u> |
|----|-------------------------------------|---------------------------------------------|-------------------------------------|------------------|---------------------------|
| 1. | Pratt, S.                           | Microsoft Excel 2013: Introductory          | <input checked="" type="checkbox"/> | Cengage          | 2013                      |
| 2. |                                     |                                             | <input type="checkbox"/>            |                  |                           |
| 3. |                                     |                                             | <input type="checkbox"/>            |                  |                           |
| 4. |                                     |                                             | <input type="checkbox"/>            |                  |                           |
| 5. |                                     |                                             | <input type="checkbox"/>            |                  |                           |

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

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

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |   |            |    |
|----------------|-----|--------------|-----|-------------------|---|------------|----|
| Final exam:    | 40% | Assignments: | 40% | Midterm exam:     | % | Practicum: | %  |
| Quizzes/tests: | 20% | Lab work:    | %   | Field experience: | % | Shop work: | %  |
| Other:         | %   | Other:       | %   | Other:            | % | Total:     | 0% |

**Details (if necessary):**

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

**Typical Course Content and Topics**

Departments typically list course content by week, unit, or module. Please provide one or more examples for a typical course term.

Class 1 – Creating a worksheet (chapter 1)  
 Class 2 – Formatting a worksheet (chapter 2)  
 Class 3 – Formulas and functions (chapter 2)  
 Class 4 – What-if analysis and charting (chapter 3)  
 Class 5 – Working with large worksheets (chapter 4)



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Course Code and Number: RM07                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | Number of Credits: 0 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Course Full Title: Word-processing: Word<br>Course Short Title: Word                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Faculty: Faculty of Access and Open Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | Department (or program if no department): Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Calendar Description:</b><br>Skill development and application of industry-related document design using Microsoft Word software. Attention to detail and practical application is emphasized in preparing business documents and forms.                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Note: Students with credit for</b> <b>cannot take this course for further credit.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Prerequisites (or NONE):</b> Admission to the Records Management Specialist certificate<br><b>Corequisites (if applicable, or NONE):</b> NONE<br><b>Pre/corequisites (if applicable, or NONE):</b> NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                 |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Note: If yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total Hours: 15</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></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>15</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 15 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>15</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes,<br>Different lettered courses may be taken for credit:<br><input checked="" 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>15</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Maximum enrolment (for information only):</b> 20<br><b>Expected frequency of course offerings</b><br>(every semester, annually, etc.): Two per semester.                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Department / Program Head or Director: Liana Thompson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | Date approved: May 5, 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:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |

RM07

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:

- Prepare business-ready letters, forms, and reports.
- Apply advanced formatting concepts
- Analyze documents for professionalism, ease of navigation, appropriate content, and visual appeal.

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

☐ Yes ☒ No, PLAR cannot be awarded for this course because topics are highly specialized to a records management career.

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

Instructional Methods: a combination of lecture, instructor demonstration, and student practice exercises.

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

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

| <u>Author Surname,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u> | <u>Current Edition</u>              | <u>Publisher</u> | <u>Year<br/>Published</u> |
|-------------------------------------|---------------------------------------------|-------------------------------------|------------------|---------------------------|
| 1. Shelly Pratt                     | Microsoft Access 2013: Introductory         | <input checked="" type="checkbox"/> | Cengage          | 2013                      |
| 2.                                  |                                             | <input type="checkbox"/>            |                  |                           |
| 3.                                  |                                             | <input type="checkbox"/>            |                  |                           |
| 4.                                  |                                             | <input type="checkbox"/>            |                  |                           |
| 5.                                  |                                             | <input type="checkbox"/>            |                  |                           |

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

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

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |   |            |    |
|----------------|-----|--------------|-----|-------------------|---|------------|----|
| Final exam:    | 40% | Assignments: | 40% | Midterm exam:     | % | Practicum: | %  |
| Quizzes/tests: | 20% | Lab work:    | %   | Field experience: | % | Shop work: | %  |
| Other:         | %   | Other:       | %   | Other:            | % | Total:     | 0% |

Details (if necessary):

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

**Typical Course Content and Topics**

Class 1, Creating, formatting, and editing a document (chapter 1)  
 Class 2, Using citations and references (chapter 2)  
 Class 3, Creating a business letter (chapter 3)  
 Class 4, Document protection,  
 Class 5, Using templates



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Course Code and Number: RM08                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | Number of Credits: 0 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Course Full Title: Business Communications<br>Course Short Title:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Faculty: Faculty of Access and Open Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | Department (or program if no department): Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Calendar Description:</b><br>Introduction to the principles of business communications. Topics covered include the writing process, direct, indirect, and persuasive messages, and adapting messages for specific purposes and audiences.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Note: Students with credit for</b> <b>cannot take this course for further credit.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Prerequisites (or NONE):</b> Admission to the Records Management Specialist certificate program.<br><b>Corequisites (if applicable, or NONE):</b> NONE<br><b>Pre/corequisites (if applicable, or NONE):</b> NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Note: If yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total Hours: 15</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="padding: 2px;">Lecture hours</td> <td style="text-align: right; padding: 2px;">15</td> </tr> <tr> <td style="padding: 2px;">Seminars/tutorials/workshops</td> <td style="text-align: right; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Laboratory hours</td> <td style="text-align: right; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Field experience hours</td> <td style="text-align: right; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Experiential (practicum, internship, etc.)</td> <td style="text-align: right; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Online learning activities</td> <td style="text-align: right; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Other contact hours:</td> <td style="text-align: right; padding: 2px;"></td> </tr> <tr> <td style="text-align: right; padding: 2px;"><b>Total</b></td> <td style="text-align: right; padding: 2px;"><b>15</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 15 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>15</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes,<br>Different lettered courses may be taken for credit:<br><input checked="" 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>15</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Maximum enrolment (for information only):</b> 20<br><b>Expected frequency of course offerings</b><br>(every semester, annually, etc.): Two per semester.                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Department / Program Head or Director: Liana Thompson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | Date approved: May 5, 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:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |

RM08

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:

- Compare and contrast different types of workplace communications
- Develop strategies for workplace communications
- Apply the writing process, including planning, drafting, revising, editing, and proofreading
- Adapt messages for tone, diction, coherence, and completeness
- Write direct, indirect, and persuasive messages
- Communicate professionally electronically

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

☐ Yes    ☒ No, PLAR cannot be awarded for this course because topics are highly specialized to a records management career.

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

Instructional Methods: a combination of lecture, group activities, and self-directed learning.

**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. | VanHuss, S. H.                      | Basic Letter & Memo Writing                                   | <input checked="" type="checkbox"/> | Cengage          | 2005                      |
| 2. | Cramm, C. M.                        | New Perspectives on Communicating in Business with Technology | <input checked="" type="checkbox"/> | Cengage          | 2007                      |
| 3. |                                     |                                                               | <input type="checkbox"/>            |                  |                           |
| 4. |                                     |                                                               | <input type="checkbox"/>            |                  |                           |
| 5. |                                     |                                                               | <input type="checkbox"/>            |                  |                           |

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

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

**Typical Evaluation Methods and Weighting**

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

**Details (if necessary):**

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

**Typical Course Content and Topics**

Class 1 – The writing process, writing for the reader  
 Class 2 – Persuasive messages  
 Class 3 – Reports, good news messages  
 Class 4 – Bad news messages, mixed messages  
 Class 5 – Presentations, common errors



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------|--|------------------|--|------------------------|----|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> RM09                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Number of Credits:</b> 0 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Course Full Title:</b> Records Management Practicum<br><b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Faculty:</b> Faculty of Access and Open Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Department (or program if no department):</b> Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Calendar Description:</b><br><br>An 80-hour supervised field-based placement through which participants can refine, integrate, and apply the knowledge acquired in the Records Management Specialist certificate program.                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Note:</b> Students with credit for                      cannot take this course for further credit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Prerequisites (or NONE):</b> Admission to the Records Management Specialist certificate program.<br><b>Corequisites (if applicable, or NONE):</b> NONE<br><b>Pre/corequisites (if applicable, or NONE):</b> NONE                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                               |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Note: If yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Total Hours: 80</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td></td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td>80</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>80</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours | 80 | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>80</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes,<br>Different lettered courses may be taken for credit:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i><br><b>Maximum enrolment (for information only):</b> 20<br><b>Expected frequency of course offerings</b><br>(every semester, annually, etc.): Two per semester |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 80        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>80</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Department / Program Head or Director:</b> Liana Thompson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> May 5, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                              |  |                  |  |                        |    |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |

**RM09**

**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:

- Identify the key duties of a Records Management specialist
- Demonstrate critical thinking and decision making skills
- Apply records management skills in the workplace
- Assist the host organization with its records management practices through system creation, consultation, implementation, and evaluation

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

☐ Yes    ☒ No, PLAR cannot be awarded for this course because topics are highly specialized to a records management career.

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

Instructional Methods: A supervised field-based activity

**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. | N/A                                 |                                             | <input type="checkbox"/> |                  |                           |
| 2. |                                     |                                             | <input type="checkbox"/> |                  |                           |
| 3. |                                     |                                             | <input type="checkbox"/> |                  |                           |
| 4. |                                     |                                             | <input type="checkbox"/> |                  |                           |
| 5. |                                     |                                             | <input type="checkbox"/> |                  |                           |

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

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

**Typical Evaluation Methods and Weighting**

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

**Details (if necessary):**

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

**Typical Course Content and Topics**

A supervised field-based activity.

# MEMO



**To:** UEC Committee  
**From:** John English, Dean – Faculty of Applied & Technical Studies  
**Date:** 10/12/2014  
**Re:** Automation & Controls Systems Technician Program

The Applied & Technical Studies Curriculum Committee reviewed the Automation & Controls Systems Technician program and recommended it for approval by the Applied & Technical Studies Faculty Council.

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

|                                                                                                                                                                                                                                                                     |                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <b><u>MOTION</u></b>                                                                                                                                                                                                                                                | <b>N. Penner/T. Baumann</b> |
| <i>THAT the Applied and Technical Studies faculty council accept the proposal for the Automation &amp; Control Systems Technician program, as presented by the Curriculum Committee and forward it to the Undergraduate Education Committee (UEC) Subcommittee.</i> |                             |
|                                                                                                                                                                                                                                                                     | <b>CARRIED</b>              |

As Dean of the Faculty of Applied & Technical Studies I accepted their recommendation and forwarded it to the UEC Screening Subcommittee for consideration.

The UEC Screening Subcommittee reviewed the Automation & Control Systems Technician Proposal on September 29<sup>th</sup> and requested some minor changes that required approval by the Faculty Council who met again on October 9, 2014.

|                                                                                                                                                             |                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <b><u>MOTION</u></b>                                                                                                                                        | <b>T. Baumann/J. Carson</b> |
| <i>THAT the Applied and Technical Studies faculty council accept the revisions to the Automation &amp; Control Systems Technician program and outlines.</i> |                             |
|                                                                                                                                                             | <b>CARRIED</b>              |

|                                                                                                                                                                                                                                                                                                                  |                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <b><u>MOTION</u></b>                                                                                                                                                                                                                                                                                             | <b>T. Baumann/J. Ubell</b> |
| <i>THAT the Applied and Technical Studies faculty council give the working group authority to make minor changes to the Automation &amp; Control Systems Technician program in regards to the assignment of credits, in order to work out the budget details, subject to there being no substantial changes.</i> |                            |
|                                                                                                                                                                                                                                                                                                                  | <b>CARRIED</b>             |



Automation & Control Systems Technician

**UNIVERSITY OF THE FRASER VALLEY**

Electronics  
Faculty of Applied & Technical Studies

Submitted to UFV Undergraduate Education Council (UEC) Screening Sub Committee

September 29 & October 8, 2014

Submitted for Campus-Wide consultation and to UEC, December 3, 2014

**Table of Content**

|                                                                            |                            |
|----------------------------------------------------------------------------|----------------------------|
| Institution, Program and Credential Identification                         | p. 3                       |
| Executive Summary                                                          | p. 3                       |
| Program Description                                                        | p. 4                       |
| Curriculum                                                                 | p. 9                       |
| Program Consultation and Evaluation                                        | p. 11                      |
| Admission and Transfer                                                     | p. 12                      |
| Appendices:                                                                |                            |
| A. Undergraduate Non-Degree Program Outline & Calendar Copy                | p. 14                      |
| B. Calendar Descriptions of New Courses                                    | p. <del>17</del> <u>18</u> |
| C. Consultation                                                            | p. 20                      |
| D. Full Course Outlines <a href="#">(pending review by UEC)</a>            | p. 21                      |
| E. Library Facilities, Services and Collections <a href="#">[attached]</a> | p.                         |

**INSTITUTION, PROGRAM AND CREDENTIAL IDENTIFICATION:**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name of Institution:</b> University of the Fraser Valley                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Title of Program:</b> Automation and Control Systems Technician Diploma                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Credential to be awarded to graduates:</b> Automation and Control Systems Technician Diploma                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Length of Program:</b> Two semesters (eight months), post Electronics Technician Common Core certificate                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Rationale for the credential:</b> This program is based on a laddering model. Students with the Electronics Technician Common Core Certificate will complete the equivalent of two semesters of full time study (over a period of eight months) to earn the Automation and Control Systems Technician Diploma. Graduates of the diploma will have obtained industry practical knowledge along with an applied theoretical understanding of technologies used in a variety of work environments. |

|                                                   |                                                   |
|---------------------------------------------------|---------------------------------------------------|
| <b>Chair, Program Working Group:</b> Avner Bachar | <b>Title:</b> Instructor, Electronics Common Core |
| <b>Phone:</b> 604-847-5429                        | <b>Email:</b> Avner.Bachar@ufv.ca                 |
| <b>Dean:</b> 604-847-5700                         | <b>Email:</b> John.English@ufv.ca                 |

**EXECUTIVE SUMMARY:**

Automation and control systems technicians draw from a variety of disciplines (such as computing, electronics and electromechanics) and use a wide variety of test equipment to troubleshoot, repair, install and maintain simple to complex automated and control systems. Apart from performing essential work on their own, technicians provide an important support for professional engineers.

The skills developed in this program will prepare students for careers in applied automated industries and control system applications. Graduates from this program are skilled trained technicians with abilities and confidence in building, maintaining, calibrating and integrating automation and control systems in a wide variety of sectors, including agriculture, industrial manufacturing, and the oil and gas industry. The UFV program utilizes agricultural settings as a platform to introduce students to real-world automation and control systems applications.

The program provides a balance between academic and practical technical experience, complies with national and international technology accreditation guidelines, meets the need to match education and training with jobs that are in high demand (as prioritized by the B.C.'s *Skills for Jobs Blueprint*), and will provide opportunities for graduates of the Electronics Technician Common Core Certificate to continue their education locally.

The program will utilize a problem-based pedagogical approach to develop hands-on, technical knowhow. Knowing when something is wrong is a learned skill for a Certified Technician, and this is obtained by experience: solving problems by systematic methods including trial-and-error in various situations. Knowing where to look for a problem and finding the problematic subsystem is an important and necessary skill. Isolating a problem and solving it brings a sense of accomplishment and satisfaction to both the Technician and the employer. Common sense and communication, as well as team work, are

important in the entire trades and technical profession where so many aspects need to be considered and balanced.

Relatedly to the program's problem-based emphasis, and as a unique feature of UFV's program, automation and control systems used in agriculture will be used as the key demonstration platform for this hands-on learning. This emphasis on agricultural automation will create productive synergy with other programs associated with the UFV Agriculture Centre of Excellence, ensure efficient use of resources, and serve the local agriculture community. It will be supported by a balanced academic curriculum that will produce well trained technicians prepared to install, service, and maintain equipment not only in agriculture, but in a range of sectors.

The program will comply with national and international standards for accreditation with the Canadian Technology Accreditation Board which guarantees international recognition of academic qualifications under the Dublin ACCORD ([www.ieagrements.org](http://www.ieagrements.org)). This accreditation level will enable students to have internationally acceptable academic qualification should they choose to pursue other academic goals and provide them with stepping stones to achieve these goals.

#### **PROGRAM DESCRIPTION:**

##### *Goals and objectives of the new program*

The program will help satisfy the increasing need for trained technicians in our region, nationally and worldwide and, as such, meets the priorities of the B.C.'s *Skills for Jobs Blueprint* (<http://www.workbc.ca/skills>).

Every year, graduates of the Electronics Technician Common Core Certificate move to other educational facilities or regions (e.g., BCIT and North Island University) to complete their education. This program will thus respond to a local demand for further education, in line with our mandate as a regional university, and will provide students completing the electronics common core at UFV the opportunity they seek to further their education locally.

Upon completion of the program, students will have obtained experience, leadership, good communication skills and common sense relevant to employment nationally and internationally. They will be able to use test equipment and methods for troubleshooting, isolating the problem and solving it. They will have the technical knowledge to maintain, repair and support equipment and electrical/electronic systems and assemblies. The program will provide graduates with the ability to support engineers with technical assistance in designing and improving systems and equipment.

An additional, and equally important goal, is to provide graduates with sufficient knowledge and experience to seek further higher education by having this program recognized by other universities as a credible solid foundation technical program.

##### *Target audience(s) for this program*

1. Students who have completed the Electronics Technician Common Core Certificate program at UFV or any college or institute that is a member of the International Electronics Technician Articulation Committee. Many of our recent Electronics Common Core program graduates indicated that they would

likely continue on to a more specialized program had one been offered at UFV. Due to the lack of offerings at UFV students are registering in other institutions and some are on waiting lists.

2. Students with other relevant post-secondary or training experience, such as graduates of the Electrical apprenticeship program or engineering students who have decided to obtain an intermediate diploma rather than a full degree. Some upgrade or bridging courses may be required in these cases.

*Avoiding unnecessary duplication in the system*

A majority of two year technical diplomas offer a specialized program which is geared towards a specific field of interest such as communications, robotics, mechatronics and industrial. This program is intended to provide a basic yet comprehensive automation and control systems training applicable to all industries, but it will use agriculture as an automation application to demonstrate automation and control systems practices. Using agriculture as a demonstration platform is a unique feature of UFV's proposed automation diploma program. Secondary emphasis will be on the regional manufacturing sector. (North Island's program is focused on the forest industry.)

The program aims to offer a diploma at the end of the second year while providing a strong base for upgrade options during the summer for students who wish to bridge into an engineering program at UFV or other universities.

Summer specialty courses may also be introduced with the cooperation of local industry leaders wanting to have technicians with special training on their equipment.

Please note that these two features (bridging courses to pursue an engineering program and specialty courses geared to specific employers) are not part of this diploma program, but options that graduates of the program will be prepared to undertake, depending on their chosen educational or career paths.

Table I compares the proposed Automation and Control Systems Technician Diploma program (and UFV's Engineering Physics diploma in Mechatronics) to other related programs in British Columbia. The UFV Engineering Physics diploma in Mechatronics (see [here](#) for more information) is included to show how the proposed program will complement, but not duplicate or compete with, the Mechatronics diploma.

**Table I: Comparable Programs**

| Institution                                     | Program                                                                                                                                           | UFV Mechatronics                                                                                              | Proposed program                                                                                                        |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| British Columbia Institute of Technology (BCIT) | Electrical and Computer Engineering Technology Diploma (Automation and Instrumentation Option). See <a href="#">here</a> for program information. | Contains significantly more Math and Physics. Focus on mechatronics whereas BCIT focuses more on electronics. | Focus on automation and controls which are option with BCIT and does not require the level of math and physics required |

5

Automation & Control Systems Technician Diploma Proposal, ~~40-7~~Dec 3, -2014

|                            |                                                                                                                 |                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                 |
|----------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            |                                                                                                                 |                                                                                                                                                                                         | in Mechatronics, allowing broader intake levels.                                                                                                                                                                                                                                                                |
| BCIT                       | Mechanical Technology (Mechatronics and Robotics) Diploma.<br>See <a href="#">here</a> for program information. | Higher academic level and contains significantly more physics, which is why it is an Engineering <i>Physics</i> Diploma.                                                                | BCIT's emphasis is on mechanical aspect. UFV mechatronics has physics emphasis whereas the proposed program provides technical and common application of automation and control systems                                                                                                                         |
| Camosun College            | Electronics and Computer Engineering Technology Program.<br>See <a href="#">here</a> for program information.   | Camosun's two-year program specializes in controls and communications whereas UFV focuses on mechatronics.                                                                              | Camosun's program is dedicated to communications and UFV to Mechatronics. The proposed program offers Automation and control systems as a broad base for any industry.                                                                                                                                          |
| North Island College (NIC) | Industrial Automation Technician Diploma.<br>See <a href="#">here</a> for program information.                  | This is a technician level diploma, containing less math and physics than our proposed diploma. Mostly repair, replace, maintain rather than design, as our diploma graduates would do. | NIC's program is designed for industrial specifically and does not provide design insight. Mechatronics aims for a level higher than technician. Proposed program will gear for a technician level but with enhanced skills to have design insight and offer Automation and control systems as a broad base for |

|  |  |  |                                                                                |
|--|--|--|--------------------------------------------------------------------------------|
|  |  |  | any industry; with in-course application examples in the agriculture industry. |
|--|--|--|--------------------------------------------------------------------------------|

#### Labour market demand

Over 75% of recent Electronics common core program at UFV indicated that they would have continued on with a second year program had one been offered at UFV. As a result of lacking a second year program some students transferred to other facilities such as BCIT. Students indicated that other institutes have big intakes and they end up on a waiting list, delaying their academic training for a year or more; some even moved to Vancouver Island to attend NIC due to lack of programs and space in local programs.<sup>1</sup>

Recent search of potential job listing (<http://www.simplyhired.ca/a/jobs/list/q-automation+technician>, June 24, 2014) indicates that there are over 6600 jobs available for automation technicians.

The screenshot shows the SimplyHired website interface. At the top, there's a navigation bar with links for Language (English, Français), Find Jobs, Post Jobs, Advanced Job Search, and Search Options. Below this is a search bar with the text 'automation technician' entered. To the right of the search bar is a 'Search Jobs' button. Below the search bar, there's a section for 'Email jobs like this to me' with an 'OK' button. The main content area shows a list of job results for 'automation technician' jobs. The first result is 'Automation Technician (New)' from 'automation-technician.jobinga.ca/'. Other results include 'SQA Canada - Toronto QA' and 'Technician Careers'. On the right side, there's a section for 'Connect with LinkedIn' and 'Ads'.

According to the BC's Labour market information posted on the Applied Science Technologists and Technicians of BC (ASTTBC) website, 3,000 job openings for electrical engineering and technical electronics positions are projected over the next five years. However, only about 1,000 graduates are expected to enter the labour market in this field over the same time frame. (See <http://www.asttbc.org/services/career/labourmarket.php>, session 2, slide 6.)

<sup>1</sup> This information was compiled through personal communications with graduates of UFV's Electronics common core program.

The Information below is extracted from the Service Canada website. Note that the listed occupation (2241) is only one category of many technician categories on the site ([http://www.servicecanada.gc.ca/eng/qc/job\\_futures/2.shtml](http://www.servicecanada.gc.ca/eng/qc/job_futures/2.shtml)).

Statistics 2241 - Electrical and Electronics Engineering Technologists and Technicians

| Main Labour Market Indicators                              | Unit Group 2241 | All occupations |
|------------------------------------------------------------|-----------------|-----------------|
| Employment, average 2009-2011                              | 9,900           | 3,905,700       |
| EI Claimants in 2011                                       | 200             | 92,650          |
| Average Annual Growth Rate 2012-2016                       | 1.6%            | 0.7%            |
| Annual Employment Variation 2012-2016                      | 150             | 27,050          |
| Annual Attrition 2012-2016                                 | 200             | 72,750          |
| Total Annual Needs 2012-2016                               | 350             | 99,800          |
| Average Annual Employment Income<br>(Full-Time, Full-Year) | Unit Group 2241 | All occupations |
| Full-time, full-year                                       | 72.7%           | 53.2%           |
| Average income                                             | 53,981          | 45,157          |
| 0-19999\$                                                  | 3.8%            | 16.5%           |
| 20000-49999\$                                              | 42.6%           | 52.4%           |
| 50000\$ and over                                           | 53.6%           | 31.1%           |

The Information below is extracted from the Work BC website *Forecasting the Labour Market, Trades Occupation Outlook* (November 2011). (<http://www.workbc.ca/Statistics/Labour-Market/Forecasting-the-Labour-Market.aspx>).

*"The trades employment outlook in B.C. is relatively strong, although trades demand will grow at a slightly lower rate than the provincial all occupation average over the forecast period. According to 2010 Labour Force Survey, the vast majority (92.2%) of those employed as trades, transport and equipment operators were employed full-time. All the trade occupations posted rates of full-time employment above the provincial average. This is exemplified by the APPSO survey, which reported 96 percent of employed respondents were working full-time.... As labour demand for the trades is expected to outpace the labour supply in 2016, and as early as 2013 for some occupations, there is an increasing need to educate and train labour force entrants, and enable skilled workers, including newcomers, to obtain trades credentials through assessments that fairly and objectively evaluate their skills and experience..." (p. 19)*

**CURRICULUM:**

*Skills, knowledge, or other attributes students will develop from the program*

| <b><u>Program Learning Outcomes</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b><u>Institutional Learning Outcomes (see <a href="#">here</a>).</u></b>                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will use Troubleshooting analytical skills to evaluate technical and non-technical issues.                                                                                                                                                                                                                                                                                                                                                                         | 1. Demonstrate information competency<br>4. Initiate inquiries and develop solutions to problems<br>9. Contribute Regionally and Globally                                             |
| Develop leadership skills being responsible for the direction of their career and learning. Students will be able to set a goal and ways to achieve that goal. Students will be able to do this independently or by being a team member.                                                                                                                                                                                                                                    | 4. Initiate inquiries and develop solutions to problems<br>6. Pursue self-motivated and self-reflective learning<br>7. Engage in collaborative leadership                             |
| Students will learn to tackle problems from various perspectives using multiple techniques.                                                                                                                                                                                                                                                                                                                                                                                 | 2. Analyze critically and imaginatively<br>3. Use knowledge and skills proficiently                                                                                                   |
| Students will learn to communicate effectively with each other and with the instructor. They will be able to convey information using diagrams, graphs, and English with or without visual aids.                                                                                                                                                                                                                                                                            | 5. Communicate effectively<br>7. Engage in collaborative leadership                                                                                                                   |
| Students will learn the importance of ethical conduct and professionalism in the trades. Students will realize that public interest is their interest and that it depends on proper application of their knowledge and skills.                                                                                                                                                                                                                                              | 3. Use knowledge and skills proficiently<br>4. Initiate inquiries and develop solutions to problems<br>8. Engage in respectful and professional practices.                            |
| Students will learn that they can apply their newly acquired knowledge and skills globally but having in mind that local code may vary from one location to another.                                                                                                                                                                                                                                                                                                        | 9. Contribute regionally and globally                                                                                                                                                 |
| Graduates will be able dial into the customer's needs. Graduates will be able to design various automation systems from a basic control block to an assembly or multiple control block systems that will meet the needs of their customers globally.                                                                                                                                                                                                                        | 2. Analyze critically and imaginatively<br>4. Initiate inquiries and develop solutions to problems<br>9. Contribute regionally and globally                                           |
| Students will have the capability to fit into our fast-paced society easily with automation and control systems knowledge as many of our electronics nowadays contain control systems and the direction of our industries and home electronics is towards heavier use of automation. Training more automation and will help strengthen the local and global economy and will prepare society to meet the future growing need for technicians to service automation systems. | 1. Demonstrate information competency<br>3. Use knowledge and skills proficiently<br>4. Initiate inquiries and develop solutions to problems<br>9. Contribute regionally and globally |

**Program/course structure**

This program is structured to build on the Electronics Technician Common Core certificate. The common core program currently runs for 38 weeks with 25 hours a week of class/lab time (estimated equivalent credit value is 30-35 credits).

The second year (see below) will have a total of 33 credits.

The total credit value of the diploma is 63-68 credits.

| <b>First Semester (Fall): (16 credits)</b>    |                                                                                |                                    |                |                  |                 |
|-----------------------------------------------|--------------------------------------------------------------------------------|------------------------------------|----------------|------------------|-----------------|
| <b>Course Number</b>                          | <b>Course Title</b>                                                            | <b>Credit Value</b>                | <b>Notes</b>   | <b>Hours Per</b> |                 |
|                                               |                                                                                |                                    |                | <b>Lecture</b>   | <b>Lab</b>      |
| <a href="#">CMNS 125</a>                      | Introduction to Workplace Communication                                        | 3 credits                          | Existing       | 30               | 15              |
| EACT 200                                      | Technical Drafting and <del>AutoCad</del> <a href="#">AutoCAD</a> Applications | 3 credits                          | New            | <del>200</del>   | <del>3045</del> |
| EACT 201                                      | Hydraulic and Pneumatic Control Systems                                        | 3 credits                          | New            | 30               | 30              |
| EACT 202                                      | Microprocessors/Microcontrollers and Data Acquisition                          | <del>3-4</del> credits             | New            | 45               | <del>6045</del> |
| <del>EACT 203</del>                           | <del>Introduction to Computer Aided Mathematical Applications</del>            | <del>2-cCredits</del>              | <del>New</del> | <del>54</del>    | <del>210</del>  |
| <del>EAGR100</del> <a href="#">AGRI 143</a>   | Introduction to Agriculture                                                    | <del>2-3</del> credits             | New            | <del>1520</del>  | <del>2530</del> |
| <b>Second Semester (Winter): (17 credits)</b> |                                                                                |                                    |                |                  |                 |
| <b>Course Number</b>                          | <b>Course Title</b>                                                            | <b>Credit Value</b>                | <b>Notes</b>   | <b>Hours Per</b> |                 |
|                                               |                                                                                |                                    |                | <b>Lecture</b>   | <b>Lab</b>      |
| EACT 210                                      | Project Management and Occupational Organization                               | <del>2-4</del> credits             | New            | <del>2030</del>  | <del>2515</del> |
| EACT 211                                      | Programmable Logic Controllers                                                 | <del>4-3</del> credits             | New            | <del>3515</del>  | <del>4030</del> |
| EACT 212                                      | Wiring, <del>Motors and Actuators</del>                                        | <del>2-3</del> credits             | New            | <del>22.58</del> | <del>1745</del> |
| <del>EACT 213</del>                           | <del>Motors and Actuators</del>                                                | <del>3-credits</del>               | <del>New</del> | <del>20</del>    | <del>25</del>   |
| EACT 214                                      | Control Systems                                                                | 4 <del>cCredits</del>              | New            | 45               | 45              |
| EACT 216                                      | Automation and Control Systems Project                                         | <del>3-2</del> <del>cCredits</del> | New            | 0                | 60              |

**NOTE:** In addition, students must pass [the Applied Science Technologists and Technicians of British Columbia's Professional Practice and Law and Ethics Examination for Technicians exam](#) to complete the requirements for graduation. [For fees and schedule, please contact ASTTBC at For more information and fees see http://www.asttbc.org/practice/ethics.php.](#) Material and exam are provided by the Applied Science Technologists and Technicians of BC.

Calendar Descriptions for new courses are provided in Appendix B. Official Course Outlines for new courses are provided in Appendix D. [\[pending review by UEC\]](#)

**Provincial, national and/or international certifications and standards achieved in the new program**

The Automation and Control Systems Technician Program is geared to be accredited with the Canadian Technology Accreditation Board (CTAB) which guarantees international recognition of academic

qualifications under the Dublin ACCORD ([www.ieagreements.org](http://www.ieagreements.org)). This program will also provide accreditation with the Association of Scientists, Technicians and Technologists of British Columbia (ASTTBC) as it bases its acceptance standard on CTAB.

**PROGRAM CONSULTATION AND EVALUATION:**

*Other provincial post-secondary institutions consulted about the program*

The University of Victoria has been approached for the possibility of graduates from the automation diploma program entering into the Engineering degree. Further discussions need to take place to determine which bridging courses will be required for students wishing to pursue this option. (See Appendix C for email consultation with Chair of Electrical and Computer Engineering Department, UVIC).

Similar discussions are planned with other universities with the assistance of the World Automation Congress.

*Other consultations*

The Applied Science Technologists & Technicians of BC (ASTTBC) has been consulted and they provided a very enthusiastic endorsement of the program. See Appendix C for notice that they are prepared to advertise UFV's new program in their newsletter.

*Student Loan Program Eligibility*

The program meets the requirements for the BC Student Loan Program.

*Adequate depth and breadth of ongoing review and evaluation.*

The Automation and Control Systems Technician Advisory Committee (hereafter "Advisory Committee") will be reviewing the program each semester for the first 5 years (as required for accreditation). After accreditation the department will review the program at least once annually to identify problems, and ensure compatibility with market demands, industry standards and technology changes. The program will also be reviewed under UFV Policy 189, [Academic Program and Unit Reviews](#).

*Safety and other risk management*

Electronics Lab and Automation Lab work may present a moderate level risk as they are considered low voltage and low energy setup. Furthermore, the Electronics lab has been active for many years with staff experienced in dealing with labs of this type. Students are given explicit instructions for working in electrical environment. Labs are governed by UFV's Occupational Health & Safety policy (number 219) [http://www.ufv.ca/media/assets/secretariat/policies/Occupational-Health-&-Safety-\(219\).pdf](http://www.ufv.ca/media/assets/secretariat/policies/Occupational-Health-&-Safety-(219).pdf) See also <http://www.ufv.ca/ohs/>

**ADMISSION AND TRANSFER:**

Program intake is set to be for September each year. Applications can be submitted starting in October of the previous year.

Students must complete the Electronics Technician Common Core program to be admissible to this program. Students from other departments or other higher education institutions may be admitted to the program based on evaluation of their credentials. The university will evaluate each applicant and provide permission to register or advice on required course upgrades prior to commencing the program. Students with Electrician training and/or students in UFV's Electrician Apprentice program may require a short summer course to bridge into the Automation Program. The Electronics Department together with the Electrical Department are evaluating the possibility of the summer course to be constructed so it allows bi-directional bridge between the automation program and the electrical foundation program.

International students who do not have the stated pre-requisite courses will be considered for admission if suitability is determined by the Advisory Committee in consultation with the Office of the Registrar. All students must meet the continuance level for the program.

Qualified students who are not admitted will be put on a wait list. A student offered a seat must accept the offer in a timely fashion or that seat will be offered to the next student on the waitlist.

In the case of a student who has already completed courses from the diploma prior to being accepted to the diploma, the Advisory Committee will reserve the right to decide whether the student should be accepted to the program (thus creating unfilled reserved seats in some courses) or put on a wait list. If the program is not filled to capacity, seats in individual courses will be made available to any student that meets the prerequisites.

Continuance Requirements and Re-Admission

Continuance will be computed on all program-specific courses taken prior to, or after, admission to the program. To remain in the program, a student must maintain a minimum GPA of 2.0 in all program-specific courses. The Advisory Committee may grant exceptions under extenuating circumstances.

A student may be removed from the program by not taking the designated courses for that semester (either by not enrolling or by dropping a course, unless otherwise permitted by the Advisory Committee). Note that a student removed from the program might still be able to access a course if all the reserved seats are not filled, and by taking a course this way may be able to join a later ~~cadre~~ cohort of students.

Re-admission to the program is subject to space availability.

Graduation Requirements

The student must complete all required courses as specified in the program. The student must maintain a minimum GPA of 2.0 computed on all the program courses.

The Advisory Committee can recommend to the University Secretary and Registrar a student for graduation who does not meet the program requirements as stated in the academic calendar.

~~The Advisory Committee may override specific course requirements if they deem another course can be substituted for the course a student is missing. If the student has completed the required courses with a GPA below 2.0, the committee can allow a student to graduate by requiring additional course(s) at a performance level determined by the committee. (Specifically, this means a student missing a course may be able to take a Directed Studies course or other designated course to meet the program requirements even if there is no room in the existing program course.)~~

It is possible that a student who failed to meet continuance requirements could complete the courses without meeting the re-admission requirements. In these cases the committee would determine if the student has successfully completed the graduation requirements as described above and recommend the student for graduation.

#### Residency

Students must complete at least 50% of the required second-year credits for the Diploma [at UFV](#).

#### Reserves

In order to ensure those students admitted to the program will be able to graduate in a timely fashion, the program will use reserved seats to restrict first access to those students admitted to the program. Once students admitted to the program have had time to register, the courses will be open to general registration for any student that meets the pre-requisites.

#### Audit

As per UFV's [Course Audit policy](#) (108), audit will be at the instructor's discretion.

#### Transfer

International students wishing to transfer into this program will be expected to have the equivalent of the Electronics Technician Common Core program. Requests for transfer credits for program courses will be assessed on a case-by-case basis.

Domestic Students who have taken Electrical/engineering/technical courses at UFV or anywhere in BC may be accepted in the program, as long as the basic knowledge, skills, lab experience and credits they have correspond to the knowledge gained and demonstrated in the Electronics Common Core program. The Advisory Committee will evaluate the applicants from other departments/establishments for validation of credits and for approval to enter the program.

## **Appendix A: Undergraduate Non-Degree Program Outline & Calendar Copy**

1. **Faculty and department of program:** Faculty of Applied and Technical Studies
2. **Website** (*department, or program-specific if applicable*)
3. **Program title/credential:** Automation and Control Systems Technician Diploma
4. **Associated degree program** (*for major, minor, or extended minor only*) N/A
5. **Program introduction/calendar description** (*brief description, usually 1-3 paragraphs*)

This diploma program builds on the Electronics Technician Common Core certificate to prepare students for careers in applied automated industries and control system applications. Graduates from this program are skilled trained technicians with abilities and confidence in building, maintaining, calibrating and integrating automation and control systems in a wide variety of sectors, including agriculture, industrial manufacturing, and the oil and gas industry. The UFV program utilizes agricultural settings as a platform to introduce students to real-world automation and control systems applications. The program complies with national and international technology accreditation guidelines, and provides a balance between academic and practical technical experience.

Students who have completed the Electronics Technician Common Core Certificate are given registration priority.

### **6. Entrance requirements**

1. Successful completion of the Electronics Technician Common Core certificate (or equivalent, by permission of the Automation and Control Systems Technician Advisory Committee);

or

2. Other relevant post-secondary or training experience, as evidence by educational transcripts or related training documentation, and, if applicable, documentation of workplace hours in related discipline; and interview with the ~~instructor~~ Advisory Committee after a review of above mentioned documentation. [This is modeled on the North Island Automation program, which the PWG visited in the early stage of program development. See here for the NI language: [http://www.nic.bc.ca/program/electronics\\_technician\\_industrial\\_electronics\\_specialty](http://www.nic.bc.ca/program/electronics_technician_industrial_electronics_specialty). As explained in the program proposal (p. 5), graduates of the Electrical apprenticeship program, or engineering students who decide to change route, may be interested in this credential. Interview would be necessary to determine whether prior knowledge can be recognized.] We welcome suggestions for clarification.]

International students who do not have the required pre-requisite courses will be considered for admission if suitability is determined by the Advisory Committee in consultation with the Office of the Registrar. All students must meet the continuance level for the program.

### **7. When to apply**

Admission to the program will be September each year. Applications can be submitted starting in October of the previous year. For application deadlines, see [Specific intake application process](#). Qualified applicants are considered for the next intake in which there is space.

### **8. How to apply**

| Automation & Control Systems Technician Diploma Proposal, ~~40-7Dec 3,~~ -2014

1. ~~Read the program description and information carefully. If you require more information, please contact the Trades & Technology Centre at 604-847-5448 or [trades@ufv.ca](mailto:trades@ufv.ca).~~
  2. ~~Submit a UFV application form, along with the \$45 application fee, to the Office of the Registrar. You can apply online or download an application form at [ufv.ca/admissions/admissions/apply](http://ufv.ca/admissions/admissions/apply). Application forms are also available from any OReg or Student Services office.~~
- Apply online at [ufv.ca/admissions/admissions/apply](http://ufv.ca/admissions/admissions/apply). You will be asked to submit an application fee, which can be paid in a variety of online methods.

~~32.~~ Prior to classes starting in September, applicants will be notified by telephone of the registration procedures. Applicants who cannot be reached by telephone after three attempts will be removed from the waitlist.

**9. Basis for admission decision**

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

**10. Fees and additional costs** *(a link to the general fees section of the calendar will be included; specify additional costs such as materials, fieldtrips, studio supplies, textbook costs, uniforms, software, etc.)*

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

**11. Program duration and total number of credits**

Graduates of the Electronics Technician Common Core certificate can complete the 33 credits required for the diploma in two semesters of full time study for graduates of the Electronics Technician Common Core certificate; however students meeting the program requirements over a longer time period will be allowed to graduate as well.

**12. Location**

Courses are offered at the Chilliwack Trades and Technology Centre campus.

**13. Program outline** *(courses to be completed)*

| Course Number            | Course Title                                                                                         | Credit Value           | Hours Per      |                 |
|--------------------------|------------------------------------------------------------------------------------------------------|------------------------|----------------|-----------------|
|                          |                                                                                                      |                        | Lecture        | Lab             |
| <a href="#">CMNS 125</a> | <del>Communications for Technicians</del><br><a href="#">Introduction to Workplace Communication</a> | 3 credits              | 30             | 15              |
| <a href="#">EACT 200</a> | Technical Drafting and <del>AutoCad</del><br><a href="#">AutoCAD</a> Applications                    | 3 credits              | <del>200</del> | <del>3045</del> |
| <a href="#">EACT 201</a> | Hydraulic and Pneumatic Control Systems                                                              | 3 credits              | 30             | 30              |
| <a href="#">EACT 202</a> | Microprocessors/Microcontrollers and Data Acquisition                                                | <del>3-4</del> credits | 45             | <del>6045</del> |

| <del>EACT 203</del>        | <del>Introduction to Computer Mathematical Applications</del> | <del>2 cCredits</del>  | <del>54</del>   | <del>2021</del> |
|----------------------------|---------------------------------------------------------------|------------------------|-----------------|-----------------|
| <del>EAGR100AGRI 143</del> | <del>Introduction to Agriculture</del>                        | <del>2-3 credits</del> | <del>2015</del> | <del>2530</del> |
| Course Number              | Course Title                                                  | Credit Value           | Hours Per       |                 |
|                            |                                                               |                        | Lecture         | Lab             |
| EACT 210                   | Project Management and Occupational Organization              | 2-4 credits            | 2030            | 2515            |
| EACT 211                   | Programmable Logic Controllers                                | 4-3 credits            | 3515            | 4030            |
| EACT 212                   | Wiring, <del>Motors and Actuators</del>                       | 2-3 credits            | 22.58           | 1745            |
| <del>EACT 213</del>        | <del>Motors and Actuators</del>                               | <del>3 credits</del>   | <del>20</del>   | <del>25</del>   |
| EACT 214                   | Control Systems                                               | 4 cCredits             | 45              | 45              |
| EACT 216                   | Automation and Control Systems Project                        | 2-3 cCredits           | 0               | 60              |

**NOTE:** In addition, students must pass [the Applied Science Technologists and Technicians of British Columbia's Professional Practice and a Law and Ethics for Technicians Examination](#) to complete the requirements for graduation. ~~Material and exam are provided by the Applied Science Technologists and Technicians of BC. For fees and schedule, please contact ASTTBC~~ at <http://www.asttbc.org/practice/ethics.php>.

**15. Program regulations** (*standard policies apply unless superseded by program-specific regulations*)

**a. Continuance and probation:** Continuance will be computed on all program-specific courses taken prior to, or after, admission to the program. To remain in the program, a student must maintain a minimum GPA of 2.0 in all program-specific courses. The Advisory Committee may grant exceptions under extenuating circumstances.

**b. Course repetition**

See UFV [Course Repeat](#) policy (86).

**c. Readmission**

Re-admission to the program is subject to space availability.

**d. Residency**

Students must complete at least 50% of the required second-year credits for the Diploma [at UFV](#).

**e. Graduation requirements**

The student must complete all required courses as specified in the program. The student must maintain a minimum GPA of 2.0 computed on all the program courses.

~~The Advisory Committee can recommend to the University Secretary and Registrar a student for graduation who does not meet the program requirements as stated in the academic calendar.~~

~~The Advisory Committee may override specific course requirements if they deem another course can be substituted for the course a student is missing. If the student has completed the required courses with a~~

~~GPA below 2.0, the committee can allow a student to graduate by requiring additional course(s) at a performance level determined by the committee. (Specifically, this means a student missing a course may be able to take a Directed Studies course or other designated course to meet the program requirements even if there is no room in the existing program course.)~~

It is possible that a student who failed to meet continuance requirements could complete the courses without meeting the re-admission requirements. In these cases the committee would determine if the student has successfully completed the graduation requirements as described above and recommend the student for graduation.

**f. Maximum length of time to complete program**

The diploma is designed to be completed in one year following [successful](#) completion of the Electronics Technician Common Core certificate. [Students must complete the program requirements within a maximum of three years.](#)

## Appendix B

### Calendar Descriptions of New Courses

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#### EACT 200 - Technical Drafting and AutoCAD Applications

Prerequisite(s): Admission to the Automation and Control Systems Technician program or departmental approval~~None~~

Learn AutoCAD drafting principles. Exposure to CAD in industry, technical representation methods, AutoCAD file management, drawing and editing objects, ~~inserting and editing text. Students will be introduced to AutoCAD's~~ drafting tools ~~allowing use of~~ to build accurate visual representations. Students will ~~be capable of creating~~ industry AutoCAD files with precision and confidence.

---

#### EACT 201 - Hydraulic and Pneumatic Control Systems

Prerequisite(s): Admission to the Automation and Control Systems Technician program or departmental approval~~None~~

Fundamental fluid power principles, fluid power systems, including hydraulic and pneumatic components. Hands-on training with fluid power systems, identify components, read schematics, fluid power circuits, terminology, symbols, and calculations for force, velocity, and horsepower. Introductory control of pneumatics using PLC's.

~~Students will learn fundamental fluid power principles, formulas and functional characteristics of hydraulic components, introduction to fluid power systems, including hydraulic and pneumatic components. Hands-on training utilizing industrial components related to hydraulic and pneumatic systems. Students will learn to safely work with fluid power systems, to identify components, to read schematics. Students will learn with lab experience: fluid power circuits, terminology, symbols, and calculations for force, velocity, and horsepower. In addition students will apply circuit fundamentals in the design of manufacturing, construction, or transportation models using software tools. Introductory control of pneumatics using PLC's.~~

---

#### EACT 202 – Microprocessors/Microcontrollers and Data Acquisition

Prerequisite(s): Admission to the Automation and Control Systems Technician program or departmental approval~~None.~~

~~Introduction to small microprocessor-based systems, with an emphasis on embedded system hardware and software design. Use of development tools such as (cross) assemblers and compilers, monitor programs, simulators, emulators, etc.~~

~~Develop "C" programming skills by learning fundamental concepts such as data types, decision making, loops and recursion, functions and subroutines, software libraries, debugging methods, structured design, documentation and the software life cycle. Understand Interrupts, Clock and Timer Systems, Memory maps, Analog To Digital (A/D) and Digital To analog (D/A), Converters, parallel interfacing, serial interfacing, microprocessor and microcontroller applications. Interfacing digital and analog signals with a computer based system with the use of common network and communication protocols such as RS232, RS485, IEEE-4888, and wireless/remote applications, Fiber optics. Learn and apply the use of Interface with common sensors and transducers.~~

---

~~EACT 203—Introduction to Computer Mathematical Applications~~

~~Prerequisite(s): Admission to the Automation and Control Systems Technician program or departmental approval~~  
~~None~~

~~Acquiring common computer software skills for professional and personal applications such as Word, Excel, PowerPoint, etc. Emphasis on data entry, data manipulation, mathematical analysis of data (models, geometric representation, formulas, and statistical methods) and data presentation.~~

---

EACT 210 - Project Management and Occupational Organization

Prerequisite(s): CMNS 125 ~~and EACT 203~~

Students develop skills in managing technical projects. Students learn to identify and plan a project and work toward achieving their project goals. Learn team interactions that contribute to effective working relationships and the achievement of the project goals. They will communicate in written, spoken, or visual format at various stages of the project. Acquiring common computer software skills for professional and personal applications such as Word, Excel, PowerPoint, etc. Emphasis on data entry, data manipulation, mathematical analysis of data (models, geometric representation, formulas, and statistical methods) and data presentation.

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EACT 211 - Programmable Logic controllers

Prerequisite(s): Admission to the Automation and Control Systems Technician program or departmental approval  
~~EACT 202~~

~~Understanding the core concepts and techniques implemented in industrial automatic controls. Exposure to hardware—Learn basics of programmable logic controllers (PLC), memory organization, hardware components and various controller options. PLC wiring, for inputs and outputs, fundamentals of logic, basic PLC programming instructions, timers, counters, math and shift register instructions. Practice real world applications via using of PLC modules set up as industrial, manufacturing and other variation modules—scaled down to lab size. Information on SCADA, process control and PLC installation, maintenance and safety.~~

---

EACT 212 — Wiring, Motors and Actuators

Prerequisite(s): Admission to the Automation and Control Systems Technician program or departmental approval  
~~None~~

~~Students learn to choose the proper cable or wire for a specific job. Use of common wiring tools and train on common wiring practice. Learn about procedures and wiring standards of wiring with safety in mind in multiple environments, such as industrial, manufacturing, machining. Learn the importance of proper wiring, routing and the results of common wiring mistakes. Learn and practice common motor controls methods, common motors and actuators, including DC. Learn motor controls related issues such as noise, shielding and isolation, variable speed drives, etc. gain knowledge of pumps, compressors and mechanical drives.~~

**EACT 213 – Motors and Actuators**

Prerequisite(s): Admission to the Automation and Control Systems Technician program or departmental approval~~None.~~

~~Learn and practice common motor controls methods, common motors and actuators interface practice, including DC, single phase and 3-phase motors. Learn about challenges with motor controls related issues such as noise, shielding and isolation, variable speed drives, etc. gain knowledge of pumps, compressors and mechanical drives.~~

**EACT 214 – Control Systems**

Prerequisite(s): Admission to the Automation and Control Systems Technician program or departmental approval~~None.~~

Open and closed loop control systems. Analog and digital control systems, including P, PI, and PID. Foundation of control and robotic systems in agriculture application setting practicing the use of pressure, flow, level, temperature, optical and electromechanical control interfaces.

~~This course covers the basic principles of open and closed-loop control systems incorporating electrical, mechanical, fluid and thermal systems. Understanding of analog and digital control systems, linear and nonlinear control systems including P, PI, and PID controls. Provide students with a solid foundation of control and robotic systems in real world application through agriculture application setting and hands on lab to demonstrate and practice the use of pressure, flow, level, temperature, optical and electromechanical control interfaces.~~

**EACT 216 – Automation and Control Systems Project**

Prerequisite(s): Admission to the Automation and Control Systems Technician program or departmental approval~~None.~~

~~In this course, students a~~Apply the knowledge gained in ~~this 2-year~~ program to design, construct and demonstrate a fully functional automated system and apply it to an agriculture application model. Work is performed in groups, encouraging team work and collaboration within their class and other faculties/trades such as agriculture, welding etc.

**~~EAGR 100~~AGRI 143 – Introduction to Agriculture**

Prerequisite(s): Admission to the Automation and Control Systems Technician program or departmental approval~~None.~~

~~This course provides students with~~Gain basic knowledge of various common agricultural settings and environment. Expose and train students on machinery, automated equipment, control systems and other electronic equipment used in agriculture while maintaining a safe working environment when dealing with organic material and livestock.

## Appendix C Consultation

Hello Avner,

We are in ECE very interested in talking about establishing avenues for your students to come and join ECE. Initially we can identify three courses that could serve as foundations for your proposal:

**255** Introduction to Computer Architecture: <http://web.uvic.ca/calendar2014-09/CDs/CENG/255.html>

ELEC **260** Continuous-Time Signals and Systems: <http://web.uvic.ca/calendar2014-09/CDs/ELEC/260.html>

CENG/ELEC **299** Introduction to Electrical and Computer Engineering Design: <http://web.uvic.ca/calendar2014-09/CDs/ELEC/299.html>

Looking at our calendar, maybe you can find other courses that you can use as foundations. Most of the specialized courses are found in 3rd and 4th years.

Dr. F. Gebali, P.Eng.  
ECE Dept. Chair  
University of Victoria  
Tel: 250-721-6509  
<http://www.ece.uvic.ca/~fayez>

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As evidence of support, ASTTBC is prepared to publish the following in its newsletter, as soon as the program receives formal approval.

*ASTTBC is pleased to support the early stage development of a two-year Electronics (and other related disciplines) Technician program at the University of the Fraser Valley's fine Trades and Technology Centre campus in Chilliwack. The program expects to accept 2<sup>nd</sup> year students into one or more options following their completion of a comprehensive Electronics Common Core first year, currently in operation.*

Geoff Sale, ASCT  
Manager, Internationally Trained Professionals Program  
ASTTBC  
w 604 521 5059 c 604 488 4559  
[gsale@asttbc.org](mailto:gsale@asttbc.org)  
[www.asttbc.org](http://www.asttbc.org)  
[www.ittpbc.ca](http://www.ittpbc.ca)

**Appendix D:  
Full Course Outlines**

**Appendix E:  
Library Collection Analysis**

## **Appendix E:**



### **Automation & Control Systems Technician Program Review (September 2014) Library Facilities, Services and Collections**

#### **A. Library Facilities**

The Chilliwack campus library is located in the Canada Education Park. Surrounded in glass, the new library is an attractive learning space with plenty of bright and natural light as well as a variety of informal learning spaces for students and faculty to use, such as: 2 bookable group study rooms, 22 quiet-study carrels, 4 group work tables, 2 areas of soft-seating, an instructional computer lab (24 stations) that will act as a drop-in lab for students when not booked by Learning Commons partners (Library, Writing Centre, Math Centre, Teaching & Learning) as well as 16 desktop computer stations and wireless access throughout the entire space.

##### **1. Library Hours**

The Abbotsford and Chilliwack campus library are open year-round. In response to student requests, the library expanded its weekend hours in Fall 2006. Hours for the Chilliwack campus library from September to April are:

|                        |                 |
|------------------------|-----------------|
| Monday - Thursday..... | 8 am – 8:30 pm  |
| Friday .....           | 8 am – 4:30 pm  |
| Saturday.....          | 10 am – 4:00 pm |
| Sunday .....           | Closed          |

The library offers reduced evening and weekend hours May through August.

#### **B. Reference Services**

The UFV Library provides excellent reference services to students, faculty and staff at UFV. We pride ourselves in our service levels, providing students with a high level of individual attention. Our 2005 LibQual+ survey results identified two of our strongest areas as “Employees who instill confidence in users” and “Giving users individual attention.”

Reference librarians are available to answer in-person questions during almost all of our opening hours. In addition, we offer reference service by telephone, fax, and email. We also offer 30-minute appointments with our reference librarians on request. To view our online request forms, see:

Ask a Librarian: <http://www.ufv.ca/library/contactus/ask-a-librarian/>  
 Reference appointment: <http://journals.ufv.ca/library/extendedref/>

From April 2013-March 2014 timeframe, we have answered 18,416 questions. On the Chilliwack Campus, library staff answered 4448 reference questions for students, faculty and staff.

Since September 2006, our reference services and hours have been greatly enhanced by our participation in a Collaborative Virtual Reference service called Askaway, which provides online reference service using web-based software. The current hours for this service are:

Sunday - Thursday .....10 am - 9 pm

Friday - Saturday.....11 am - 5 pm

Students and faculty are able to chat with a librarian both on and off campus and receive synchronous assistance with their library and research needs.

AskAway statistics are up over 95% over last year, primarily because of the introduction of the new AskAway Qwidget. Qwidgets are mini-chat boxes that participating libraries can place anywhere on their web site, putting AskAway right where patrons need it. UFV added Qwidgets to the Library web site in Spring of 2008. Look for the Qwidget below and ask your questions!



## **C. Internet Services**

### **1. Library Web Site**

<http://www.ufv.ca/library>

The UFV library has an extensive web site which provides a gateway to our library collections and services. Our online catalogue (SIRSI I-Link) is available on the internet with such enhanced features as book jacket photos, tables of contents, bestseller lists, brief synopses and much more.

Students may view their own library accounts to review checkouts and fines, renew materials they have checked out, and place their own online holds and campus-to-campus transfer requests. The web site

also provides access to our online journals and databases, research guides, helpful tutorials, and information on our services and policies.

## **2. LibGuides**

UFV Library has recently added the LibGuides application to our list of resources. LibGuides enables us to create attractive, multimedia subject guides, share knowledge and information, and promote library resources to the UFV community.



*This is an example of how the information is organized in the Health Science LibGuide.*

## **D. Library Instruction**

The library has a strong program of providing introductory and research skills classes for students. In the 2013/14 academic year we conducted 243 library instruction sessions. These classes introduce students to the library's collection and resources, as well as teaching them information seeking skills necessary to find and evaluate information in their discipline. The Chilliwack Campus has two bookable computer labs (19 workstations and 36 workstations), providing a hands-on training experience. As well, students are now able to complete our Online Library Assignment ([http://journals.ufv.ca/library/first\\_year/](http://journals.ufv.ca/library/first_year/)) which automatically emails the student's results to the appropriate instructor.

## **E. Course Consultations**

Library consultation is a required component of all new course approvals at UFV. Each new course outline is reviewed by the liaison librarian and detailed recommendations for collection development are given. We also analyze student interlibrary loan requests by course and circulation statistics and use this to inform our acquisition decisions.

## **F. Interlibrary Loans**

If an item is not available from the UFV Library, students and faculty may request it from another library. For journal articles, the "Where Can I Get This" feature within our research databases offers easy access to our request forms. This system of direct requesting provides a very quick turn-around time for students and faculty (generally 1-3 days for articles and book chapters; about 1 week for books). In September, 2012 we completed our implementation of the Relais Interlibrary Loan system, which delivers scanned images of articles and book chapters directly to students and faculty via email and the web.

Students and faculty may also take advantage of our online book, article and video request forms at [http://www.UFV.ca/library/services\\_policies/ill.htm](http://www.UFV.ca/library/services_policies/ill.htm)

We offer students and faculty 100 free interlibrary loans per year, but will increase this number as needed. In 2013/14, our interlibrary loan staff requested 3,723 items from other libraries. Although most requests can be filled by libraries within B.C., we have obtained items from as far away as Japan, Iceland, Australia, and Great Britain.

## **G. Reciprocal Borrowing Agreements**

UFV students and faculty may also take advantage of direct borrowing from other postsecondary libraries in B.C. and across Canada.

### **a. COPPUL**

The UFV library is part of the Council of Prairie and Pacific University Libraries (COPPUL). COPPUL is a consortium of 22 Western Canadian post-secondary libraries, which in turn has collaborative agreements with 3 other Canadian university library consortia. One direct benefit for faculty and students is the ability to obtain a library card and borrow material from virtually any public post-secondary library across Canada. [http://www.ufv.ca/library/services\\_policies/coppul.htm](http://www.ufv.ca/library/services_policies/coppul.htm)

### **b. CPSLD Reciprocal Borrowing Policy**

Since 2009, UFV students and faculty have been granted free borrowing privileges with almost all university and college libraries in British Columbia. For a detailed list, see <http://www.cpsld.ca/page/reciprocal%20borrowing.aspx>

## **H. Collections**

The UFV Library collection has been developed over a number of years to support all the programs offered by the university. The overall library collection statistics are summarized below. These counts represent materials in a variety of formats, and in all subject areas.

**a. Collection Overview (All Subjects) April 30, 2014**

| Item Type                                                             | Count of Holdings |
|-----------------------------------------------------------------------|-------------------|
| Audio-Visual (VHS, DVD, etc)                                          | 10,610            |
| Books (Circulating, Reference, Heritage, etc.)                        | 177,711           |
| Electronic Books (ebrary, Netlibrary, mylibrary, Springer, Sage, etc) | 168,154           |
| Periodical Barcoded issues                                            | 137, 294          |
| Full Text Electronic Journal titles                                   | 59,000            |
| Licensed Databases                                                    | 123               |

**b. Collection support for Electronics**

Common Core Electronics program at UFV is well established. As part of Faculty of Applied and Technical Studies, Electronics shares funding with all the other programs offered in that Faculty. Each year different programs are prioritized to add additional titles to the collection. However as new courses are being developed, UFV library is focusing on acquiring more resources to support these programs.

The library collection now contains more than 168,154 electronic books from Netlibrary, ebrary, MyiLibrary, Oxford, Gale, Sage and Springer. Titles are included in the UFV Library catalogue, and may be searched specifically by using the E-Resources Search option.

Sample titles include:

Fane, B., Byrnes, D., & e-libro, Corp. (2013). *AutoCAD 2014 for dummies*. Hoboken, NJ: John Wiley & Sons.

Grossard, M., Chaillet, N., & Régnier, S. (2013). *Flexible robotics: Applications to multiscale manipulations*. London: ISTE.

Jantzen, J. (2013). *Foundations of fuzzy control: A practical approach*. Chichester, UK: Wiley

Merzouki, R. (2013). *Intelligent mechatronic systems: Modeling, control and diagnosis*. London: Springer.

Omura, G., & Benton, B. C. (2013). *Mastering AutoCAD 2014 and AutoCAD LT 2014*. Indianapolis, Ind.: Sybex.

**c. Number of Items by LC Call Number Range – Selected Areas**

The table below includes items catalogued with LC call numbers and includes most formats, such as books, reference books, videos, DVD's, CD's, Heritage collection books, and Curriculum collection books. This number count does not include electronic books, streaming videos, or journals.

| Call Number Range | Subject | Count |
|-------------------|---------|-------|
|-------------------|---------|-------|

|                 |                                      |     |
|-----------------|--------------------------------------|-----|
| TK1-TK9971      | Electrical engineering.              | 644 |
|                 | Electronics (TK7800-8360)            | 13  |
|                 | Nuclear engineering                  |     |
| HF5717-HF5734.7 | Business Communication               | 312 |
| TJ1-TJ1570      | Mechanical engineering and machinery | 165 |
| S671-S760.5     | Farm Machinery and Farm Engineering  | 13  |

**d. Number of Titles by Subject Heading**

The table below presents a small selection of LC Subject Headings pertaining to the Automation & Control Systems Technician Certificate Hospitality program. These titles include monographs, reference books, DVD's, and e-books.

| Subject Headings               | Count |
|--------------------------------|-------|
| Agriculture Automation         | 1     |
| Automatic Control              | 218   |
| AutoCAD                        | 33    |
| Business Communication         | 577   |
| Business Writing               | 152   |
| Computer Mathematics           | 329   |
| Control Performance Management | 6     |
| Control Systems                | 567   |
| Electrical Engineering         | 151   |
| Electronics                    | 386   |
| Electronic Automation          | 1     |
| Farm Mechanization             | 6     |
| Industrial Electronics         | 7     |
| Mechatronics                   | 41    |
| Motors                         | 90    |
| Pneumatic Machinery            | 3     |
| Project Management             | 419   |
| Robotics                       | 419   |
| Mechanical Drawing             | 15    |
| Wiring                         | 25    |

**e. Electronics Orders**

Electronics is included in the allocated funds every year for the purchase of one-time (non-subscription based items) including books and audiovisual materials. This amount is divided among programs based on either the needs of the program and/or interest of faculty members to add to the collection areas. If approved, the 2014-2015 allocation can prioritize some titles for purchase to support Electronics and the new Automation & Control Systems Technician Certificate.

| 2008-09    | 2009-10    | 2010-11    | 2011-12    | 2012-13    | 2013-14    | Total      |
|------------|------------|------------|------------|------------|------------|------------|
| \$1,281.00 | \$1,317.90 | \$1,484.21 | \$1,550.00 | \$1,650.00 | \$1,740.00 | \$9,028.11 |

The following is sample of the items ordered by Electronics since 2008:

Bartelt, T. L. M. (2011). *Industrial automated systems: Instrumentation and motion control*. Clifton Park, N.Y: Delmar/Cengage Learning.

Kamel, K., & Kamel, E. (2014). *Programmable logic controllers: Industrial control*. New York : McGraw-Hill Education.

Miller, R., & Miller, M. R. (2014). *Industrial electricity and motor controls*. New York: McGraw-Hill.

Parr, E. A. (2011). *Hydraulics and pneumatics: A technician's and engineer's guide*. Amsterdam: Butterworth-Heinemann.

Petruzella, F. D. (2011). *Programmable logic controllers*. New York, NY: McGraw-Hill Companies.

#### **f. Reference Collection**

The library's reference collection offers some resources to support courses in this program. A brief selection is listed below:

Canadian Standards Association. (2009). *Canadian electrical code: Part I*. Mississauga, Ont: Canadian Standards Association. Location: Chilliwack **TK 3278 C36 2009**

BC Building code 2006 : an illustrated guide to code changes : and changes to Vancouver Building Bylaw 2007, c. 2007. Chilliwack **KEB 504 B75 2006 SUPPL. \*\*now have electronic access below**

##### **[BC Building Code \(Queen's Printer\) \(Electronic Access\)](#)**

The BC Building Code 2012 provides design and construction requirements for new buildings built in British Columbia.

Canadian Standards Association. (2009). *Canadian electrical code: Part I*. Mississauga, Ont: Canadian Standards Association. Location: Chilliwack **TK 3278 C36 2009**

Canadian Standards Association. (2006). *CE code handbook: An explanation of rules of the Canadian electrical code, Part I*. Mississauga, Ont: Canadian Standards Association Abbotsford **TK 3278 C363 2006**

Canadian Standards Association., & Nelson, R. A. (2009). *CE code pocket reference*. Mississauga, Ont: Canadian Standards Association. Location: Chilliwack **TK 3278 C364 2009**

Kaplan, S. M. (2004). *Wiley electrical and electronics engineering dictionary*. Piscataway, NJ?: IEEE Press. Location: Chilliwack **TK 9 K39 2004**

This collection is complemented by our subscriptions to quality electronic reference sources such as *Oxford Reference Online Premium*, *Sage Reference Online*, and *Gale Virtual Reference Library*, which provide online access to a growing collection of several hundred electronic subject-specialized encyclopedias from prestigious academic publishers.

### **g. Journals**

The UFV Library has approximately 59,000 journals in our print and online collection, of which the vast majority are available online from any location via our proxy server. Print and online journals are listed in our online UFV Journals List (<http://cufts2.lib.sfu.ca/CJDB/BCLF/browse>).

The following are examples of some titles that could be useful:

**Computers and Electronics in Agriculture** 0168-1699 [ [view terms of use](#) ]

[ScienceDirect - CRKN - Elsevier](#): fulltext 1995-01-01 (v.12, i.1) to current

**Electronics Letters** 1350-911X,0013-5194 [ [view terms of use](#) ]

[Academic Search Premier - EBSCO](#): fulltext 2003-01-09 to current

**International Journal of Electronics** 1362-3060,0020-7217 [ [view terms of use](#) ]

[Taylor and Francis Library CRKN \(S&T\) - CRKN Taylor and Francis](#): fulltext 1996-01-01 (v.80, i.1) to current

**International Journal of Electronics and Computer Science Engineering** 2277-1956 [ [view terms of use](#) ]

[Directory of Open Access Journals - DOAJ](#): fulltext 2012-01-01 to current

**International Journal of Electronics Communication and Computer Engineering** 2249-071X [ [view terms of use](#) ]

[Directory of Open Access Journals - DOAJ](#): fulltext 2011-01-01 to current

**International Journal of Electronics Communication and Computer Technology** 2249-7838 [ [view terms of use](#) ]

[Directory of Open Access Journals - DOAJ](#): fulltext 2011-01-01 to current

**International Journal of Electronics, Communication and Soft Computing Science and Engineering** 2277-9477 [ [view terms of use](#) ]

[Directory of Open Access Journals - DOAJ](#): fulltext 2012-01-01 to current

**International Journal of Electronics, Computer and Communications Technologies** 2180-3536 [ [view terms of use](#) ]

[Directory of Open Access Journals - DOAJ](#): fulltext 2010-01-01 to current

**International Journal of High Speed Electronics & Systems** 1793-6438,0129-1564 [ [view terms of use](#) ]

[Academic Search Premier - EBSCO](#): fulltext 2000-03-01 to current (12 months embargo)

**International Journal of Information and Electronics Engineering** 2010-3719 [ [view terms of use](#) ]

[Directory of Open Access Journals - DOAJ](#): fulltext 2011-01-01 to current

**International Journal of Power Electronics and Drive Systems** 2088-8694 [ [view terms of use](#) ]

[Directory of Open Access Journals - DOAJ](#): fulltext 2011-01-01 to current

**International Journal of Power Management Electronics** 1687-6687,1687-6679 [ [view terms of use](#) ]

[CRKN ALPSP Learned Journals Collection \(2008-2013\) - Swets](#): fulltext 2008-01-01 (v.2008) to 2010-12-31 (v.2010)

[Hindawi Journals - Open Access - Hindawi Publishing](#): fulltext 2008-01-01 to current

**International Journal of Review in Electronics & Communication Engineering** 2321-3140 [ [view terms of use](#) ]

[Directory of Open Access Journals - DOAJ](#): fulltext 2013-01-01 to current

**Journal of Communications Technology and Electronics** 1531-846X,1064-2269,1555-6557 [ [view terms of use](#) ]

[Springer - CRKN - CRKN](#): fulltext 2006-01-01 (v.51, i.1) to current

**Journal of Computational Electronics** 1572-8137,1569-8025 [ [view terms of use](#) ]

[Springer - CRKN - CRKN](#): fulltext 2002-01-01 (v.1, i.1) to current

**Journal of Electrical and Electronics Engineering** 1844-6035 [ [view terms of use](#) ]

[Academic Search Premier - EBSCO](#): fulltext 2009-06-01 to current

[Directory of Open Access Journals - DOAJ](#): fulltext 2012-01-01 to current

**Journal of Electronics** 1993-0615,0217-9822 [ [view terms of use](#) ]

[Springer - CRKN - CRKN](#): fulltext 1997-01-01 (v.14, i.1) to current

**Journal of Electronics Manufacturing** 0960-3131 [ [view terms of use](#) ]

[Business Source Complete - EBSCO](#): fulltext 1999-03-01 to 2002-06-01

**Journal of Low Power Electronics and Applications** 2079-9268 [ [view terms of use](#) ]

[Directory of Open Access Journals - DOAJ](#): fulltext 2011-01-01 to current

**Journal of Materials Science: Materials in Electronics** 1573-482X,0957-4522 [ [view terms of use](#) ]

[Springer - CRKN - CRKN](#): fulltext 1997-01-01 (v.8, i.1) to current

## **I. Research Databases**

The UFV Library provides access to more than 95 research databases and 51 open access databases, which provide indexing for journals, books and book chapters, streaming video, primary sources, and more. Many of these databases provide full text for journal articles. In addition, the “Where Can I Get This” feature links citations to full text content in all other UFV research databases, the print collection and other library collections.

[Academic Search Premier](#) (EBSCOhost) is a multi-disciplinary full text database containing full text for more than 4,650 journals, including more than 3,900 peer-reviewed titles. In addition to the full text, this database offers indexing and abstracts for over 8,450 journals. This scholarly collection offers information in nearly every area of academic study, including computer sciences, engineering, physics, chemistry, language and linguistics, arts & literature, medical sciences, ethnic studies, and more.

[Applied Science & Technology Index](#) (EBSCOhost)

This database indexes magazines and journals in applied sciences such as applied mathematics, engineering, geology, technology, transportation and more.

[BC Building Code](#) (Queen's Printer)

The BC Building Code 2012 provides design and construction requirements for new buildings built in British Columbia.

[Biological & Agricultural Index Plus](#) (EBSCOhost)

This database provides citations to the core literature of biology, agriculture and food sciences, much of it from peer-reviewed journals with an international focus; it contains some full text.

[Business Source Complete](#) (EBSCOhost)

This database is a comprehensive resource for all disciplines of business, including marketing, management, accounting, finance and economics.

[DOAJ: Directory of Open Access Journals](#) (Infrastructure Services for Open Access)

This database provides access to thousands of free, quality-controlled scientific and scholarly journals from academic, government, commercial and non-profit organizations.

[Films on Demand - Master Academic Collection](#) (Films Media Group)

This database provides access to a streaming video collection of 8,200 titles in a variety of academic subject areas. Includes archival footage/newsreels on certain topics. Within the Films on Demand collections a search in the Engineering collection retrieved 440 titles, a search in the Technology & Society collection retrieved 532 titles and a search within the Mathematics collection resulted in 209 titles.

[ScienceDirect](#) (ScienceDirect)

Coverage focuses on science, technology and medicine, with some coverage of social sciences and humanities.

[SpringerLink](#) (Springer)

This database provides full text for scholarly journals and books in science (biology, chemistry, physics, life sciences, geology), medicine, mathematics and statistics, business, computing science, and the humanities and social sciences.

[Taylor & Francis Online Journals](#) (Taylor & Francis)

This database includes the full text of over 1300 scholarly journals published by Taylor & Francis. All subjects, including social sciences, humanities, science and technology.

## **J. Potential purchases to support the Automation & Control Systems Technician Certificate**

Canadian Standards Association. 2012 Canadian Electrical Code & CE Code Handbook Package (new edition out in 2015) <http://shop.csa.ca/en/canada/landing-pages/c221-09-canadian-electrical-code/page/cecode>

Canadian Standards Association. C22.1-12 - Canadian electrical code, part I (22nd edition), safety standard for electrical installations  
<http://shop.csa.ca/en/canada/c221-canadian-electrical-code/c221-12/invt/27013892012>

Floyd, T. L., & Buchla, D. M. (2010). *Electric circuits fundamentals*. Boston: Pearson. **ISBN:** 9780135072936

Mazur, G. A., & Zurlis, P. A. (2013). *Electrical principles and practices*. Orland Park, Ill: American Technical Publishers. **ISBN:** 9780826918116

Rockis, G. J., Mazur, G. A. (2014). *Electrical motor controls for integrated systems*. Orland Park, Ill: American Technical Publishers. **ISBN:** 9780826912268

Ross, L. T. (2011). *Laboratory manual Robotics technology: Theory and industrial applications*. Tinley Park, Ill: Goodheart-Willcox Co. **ISBN:** 9781605253220

Ross, L. T., & Masterson, J. W. (2010). *Robotics: Theory and industrial applications*. Tinley Park, IL: Goodheart-Willcox Company. **ISBN:** 9781605253213

#### *Agriculture/Farm Mechanization*

Kutz, M. (2013). *Handbook of farm, dairy, and food machinery engineering*. Amsterdam : Academic Press.  
<https://www.elsevier.com/books/handbook-of-farm-dairy-and-food-machinery-engineering/kutz/978-0-12-385881-8>

Bello, S. (2012). *Agricultural machinery hazards & safe practices*. Lexington, KY: CreateSpace.  
[http://www.amazon.ca/Agricultural-Machinery-Hazards-Safety-Practices/dp/1477536647/ref=sr\\_1\\_2?ie=UTF8&qid=1409864563&sr=8-2&keywords=Agricultural+Machinery+Hazards%3A+Safety+Practices](http://www.amazon.ca/Agricultural-Machinery-Hazards-Safety-Practices/dp/1477536647/ref=sr_1_2?ie=UTF8&qid=1409864563&sr=8-2&keywords=Agricultural+Machinery+Hazards%3A+Safety+Practices)

Hunt, D. (2013). *Farm power and machinery management*. Ames: Iowa State University Press.  
<https://www.waveland.com/browse.php?t=12&r=s|farm%20power&pgtitle=Farm+Power+and+Machinery+Management%3A+Tenth+Edition+by+Donnell++Hunt>

Bern, C. J., & Olson, D. I. (2002). *Electricity for agricultural applications*. Ames, Iowa: Iowa State Press.  
[http://www.amazon.ca/Electricity-Agricultural-Applications-Carl-Bern/dp/0813821991/ref=tmm\\_pap\\_title\\_0?ie=UTF8&qid=1409865200&sr=8-36](http://www.amazon.ca/Electricity-Agricultural-Applications-Carl-Bern/dp/0813821991/ref=tmm_pap_title_0?ie=UTF8&qid=1409865200&sr=8-36)

Prepared by Heather Compeau, Education Librarian, September 2014

**From:** [cwconsult-bounces@ufv.ca](mailto:cwconsult-bounces@ufv.ca) on behalf of [Amanda Grimson](#)  
**To:** [cwconsult](#)  
**Cc:** [Rhonda Colwell](#); [Rod McLeod](#); [Rhonda@ufv.ca](#); [Mark Brosinski](#); [Samantha@ufv.ca](#); [Kelli Graham](#); [Darren Francis](#); [Lori Fowler](#); [Samantha Pattridge](#); [Avner Bachar](#); [John English](#); [Sylvie Murray](#)  
**Subject:** [CWC] Automation and Control Systems Technician - new program and courses  
**Date:** December-05-14 3:44:27 PM  
**Attachments:** [Official-Undergraduate-Course-Outline-Form-EACT212.docx](#)  
[Official-Undergraduate-Course-Outline-Form-EACT214.docx](#)  
[Official-Undergraduate-Course-Outline-Form-EACT216.docx](#)  
[Official-Undergraduate-Course-Outline-Form-AGRI\\_143.docx](#)  
[Official-Undergraduate-Course-Outline-Form-EACT200.docx](#)  
[Official-Undergraduate-Course-Outline-Form-EACT201.docx](#)  
[Official-Undergraduate-Course-Outline-Form-EACT202.docx](#)  
[Official-Undergraduate-Course-Outline-Form-EACT210.docx](#)  
[Official-Undergraduate-Course-Outline-Form-EACT211.docx](#)  
[Appendix E Automation ControlSystems Library Program Review HC.docx](#)  
[Automation and control systemstechnician proposal and calendar copy \(2014-12-2\).docx](#)  
[Memo to UEC - Automation andControl Systems Program 2014-12-03.doc](#)

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My apologies, I did not copy the developers on the previous message. Please ignore the earlier one and reply-all to THIS message with any CWC comments.

---

**From:** Amanda Grimson  
**Sent:** December-05-14 3:42 PM  
**To:** cwconsult  
**Subject:** Automation and Control Systems Technician - new program and courses

Please reply-all with CWC comments. The UEC Screening Subcommittee reviewed these before they went back to Faculty Council for revisions, but has not yet reviewed the revisions. UEC Screening Subcommittee members are encouraged to submit additional comments at this point.

Comments from the UEC Screening Subcommittee include the following:

1. I cannot remember if a rational was presented in the full program proposal for the credits and the hours assigned for these courses. Some are 2 credits for 45 hours, some are 3 credits for 50 or 75 hrs, and some are 4 credits for 90 or 105 hrs.
2. EACT 201, 202, 203, 211, 214, and AGRI TBD have a couple of learning outcomes which use more than one verb.
3. EACT 210 does not include the "admission to the program" clause in the prerequisites.
4. I know that I have already mentioned this ... AGRI needs to have a course number assigned to it.

---

**From:** Sylvie Murray  
**Sent:** December-03-14 8:57 AM  
**To:** Amanda Grimson  
**Cc:** Avner Bachar; John English; Kelli Graham; Lori Fowler  
**Subject:** updated proposal and course outlines

Hi Amanda,

On behalf of the working group, please find attached the updated proposal for the Automation and Control Systems Technician Diploma, Appendix E (Library assessment), the Official Course Outlines for the new courses that will support the program, and a memo from John English that includes motions from the Applied & Technical Studies Faculty Council approving the proposal and subsequent revisions to the program and outlines.

The program developers have responded to the comments on the proposal made by the UEC Screening Subcommittee (in Track Changes), and the proposal went to campus-wide consultation from October 24 to November 21. No comment or change were made as a result of campus-wide consultation.

The courses have been revised since UEC Screening committee provided feedback. EACT 203 has been removed and its content merged into EACT 210; EACT 212 and 213 have been combined. These changes are reflected in the program grid on pp. 10 of the proposal and in the Calendar copy. The total number of credits, or credits per semester, has not changed.

Avner will be available to speak to the proposal and courses at the UEC meeting of December 12. We understand that the courses will be posted on campus-wide consultation before then.

Please let me know if any information is missing or if clarification is needed.

Thanks,  
Sylvie

Dr. Sylvie Murray  
Program Development Coordinator  
Office of the Vice Provost & Associate VP, Academic  
604-854-4515, Toll free (Canada): 1-888-504-7441 x4515  
Email: [Sylvie.murray@ufv.ca](mailto:Sylvie.murray@ufv.ca)

Assistant: Lori Fowler, 604-851-6357





ORIGINAL COURSE IMPLEMENTATION DATE: September 2015  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2021  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

**Course Code and Number:** AGRI 143

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

**Course Full Title:** Introduction to Agriculture  
**Course Short Title:**

**Faculty:** Faculty of Applied and Technical Studies

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

### Calendar Description:

Gain basic knowledge of various common agricultural settings and environment. Expose and train students on machinery, automated equipment, control systems and other electronic equipment used in agriculture while maintaining a safe working environment when dealing with organic material and livestock.

**Prerequisites (or NONE):** Admission to the Automation and Control Systems Technician program or departmental approval

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

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

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

### Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OREg to submit to BCCAT):

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

Resubmit revised outline for articulation: ☐ Yes ☒ No

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

**Total Hours: 45**

### Typical structure of instructional hours:

|                                            |           |
|--------------------------------------------|-----------|
| Lecture hours                              | 15        |
| Seminars/tutorials/workshops               |           |
| Laboratory hours                           |           |
| Field experience hours                     | 30        |
| 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):** 20

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

**Department / Program Head or Director:**

**Date approved:**

**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:**

**AGRI 143**

**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:

- Learn common agricultural settings, environments and practices such as barns, greenhouse, field applications etc.
- Analyze and evaluate electronics in agriculture and its application in agriculture, such as, operational machinery, automation equipment, control systems.
- Analyze common control practices in agriculture
- Investigate electronics, humans and livestock interaction
- Practice safety and evaluate work environment considerations in various agricultural settings
- Explore current technologies used in agriculture and areas of interest for future agriculture technology development and research.

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

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

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

Lectures and Lab work with occasional guest lecture

**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. Hunt, D                          | <i>Farm power and machinery management</i>                 | <input checked="" type="checkbox"/> | Iowa State<br>University<br>Press | 2013                      |
| 2. Bello, S                         | <i>Agricultural machinery hazards &amp; safe practices</i> | <input checked="" type="checkbox"/> | Lexington, KY:<br>CreateSpace     | 2012                      |
| 3.                                  |                                                            | <input type="checkbox"/>            |                                   |                           |
| 4.                                  |                                                            | <input type="checkbox"/>            |                                   |                           |
| 5.                                  |                                                            | <input type="checkbox"/>            |                                   |                           |

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

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |     |            |    |
|----------------|-----|--------------|-----|-------------------|-----|------------|----|
| Final exam:    | %   | Assignments: | 25% | Midterm exam:     | %   | Practicum: | %  |
| Quizzes/tests: | 25% | Lab work:    | %   | Field experience: | 50% | Shop work: | %  |
| Other:         | %   | Other:       | %   | Other:            | %   | Total:     | 0% |

**Details (if necessary):**

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

**Typical Course Content and Topics**

**Module 1: Safety Practices**

- study of machinery hazards, hazard sources
- An understanding of the issues and values of hazard and safety in machinery operations
- facilitate effective utilization of signal communication techniques
- attainment of relevant knowledge in accident prevention in primary production processes

**Module 2: Machinery Management**

- Part I. ECONOMIC PERFORMANCE
  - Machine Performance
  - Power Performance
  - Operator Performance
- Part II. COSTS
  - Cost Determination

***Typical course content and topics continued***

- Part III. OPERATIONS
  1. Tillage
  2. Seedbed Preparation
  3. Cultivation
  4. Seeding Machines
  5. Chemical Application
  6. Grain Harvesting
  7. Forage Harvesting
  8. Farm Processing
  9. Materials Handling
  10. Special Crop Machines
- Part IV. POWER AND EQUIPMENT SELECTION
  1. Machinery Selection
  2. Power Selection
  3. Used Equipment



ORIGINAL COURSE IMPLEMENTATION DATE: September 2015  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2021  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------|--|------------------|----|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> EACT 200                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Course Full Title:</b> Technical Drafting and AutoCAD Applications<br><b>Course Short Title:</b> Technician's AutoCAD                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Faculty:</b> Faculty of Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> Electronics                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Calendar Description:</b><br>Learn AutoCAD drafting principles. Exposure to CAD in industry, technical representation methods, AutoCAD file management, drawing and editing objects. Introduction to drafting tools used to build accurate visual representations. Students will create industry AutoCAD files with precision and confidence.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Prerequisites (or NONE):</b> Admission to the Automation and Control Systems Technician program or departmental approval<br><b>Corequisites (if applicable, or NONE):</b> NONE<br><b>Pre/corequisites (if applicable, or NONE):</b> NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Note: If yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |   |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="padding: 2px;">Lecture hours</td> <td style="text-align: center; padding: 2px;">0</td> </tr> <tr> <td style="padding: 2px;">Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td style="padding: 2px;">Laboratory hours</td> <td style="text-align: center; padding: 2px;">45</td> </tr> <tr> <td style="padding: 2px;">Field experience hours</td> <td></td> </tr> <tr> <td style="padding: 2px;">Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td style="padding: 2px;">Online learning activities</td> <td></td> </tr> <tr> <td style="padding: 2px;">Other contact hours:</td> <td></td> </tr> <tr> <td style="text-align: right; padding: 2px;"><b>Total</b></td> <td style="text-align: center; padding: 2px;"><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 0 | Seminars/tutorials/workshops |  | Laboratory hours | 45 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes,<br>Different lettered courses may be taken for credit:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i><br><b>Maximum enrolment (for information only):</b> 20<br><b>Expected frequency of course offerings (every semester, annually, etc.):</b> Annually |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 0         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Department / Program Head or Director:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |

**Learning Outcomes**

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

- Produce drawings, sketches, graphs and charts using manual drafting methods.
- Prepare schematics layouts, circuits and modify drawings and diagrams using widely used CAD software.
- Interpret Specifications, Blueprints, designs, assembly drawings, sketches and graphics
- Demonstrate competency in drafting principles in plane geometry, technical sketching, orthographic projection theory and practice, auxiliary views, and competency in sectioning, dimensioning, and tolerance.
- Implement dimensioning and annotating an object for production.
- Demonstrate the ability to properly complete a working engineering drawing following acceptable ANSI standards, presented with clarity, completeness and accuracy and ready to release for production.

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

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

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

Lectures and Lab work

**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. Omura, G                         | Mastering AutoCAD 2013 and AutoCAD LT 2013  | <input checked="" type="checkbox"/> | Sybex            | 2012                      |
| 2.                                  |                                             | <input type="checkbox"/>            |                  |                           |

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

AutoCad for windows

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |   |            |    |
|----------------|-----|--------------|-----|-------------------|---|------------|----|
| Final exam:    | 50% | Assignments: | 25% | Midterm exam:     | % | Practicum: | %  |
| Quizzes/tests: | %   | Lab work:    | 25% | Field experience: | % | Shop work: | %  |
| Other:         | %   | Other:       | %   | Other:            | % | Total:     | 0% |

**Details (if necessary):**

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

**Typical Course Content and Topics**

**Unit 1: AutoCAD Basics**

Exploring the Interface  
Setting Up and Using the Drafting Tools  
Organizing Objects with Blocks and Groups

**Unit 2: Mastering Intermediate Skills**

Editing and Reusing Data to Work Efficiently  
Mastering Viewing Tools, Hatches, and External References  
Understanding Plot Styles  
Adding Text to Drawings, Using fields and tables, using dimensions

**Unit 3: Mastering Selected Advanced Skills**

Using Attributes  
Copying Existing Drawings from Other Sources  
Advanced Editing and Organizing  
Getting and Exchanging Data from Drawings

**Unit 4: Basic 3D Modeling and Imaging**

Creating 3D Drawings  
Rendering 3D Drawings

**Unit 5: Customization and Integration 955**

Customizing Toolbars, Menus, Linetypes, and Hatch Patterns  
Managing and Sharing Drawings



ORIGINAL COURSE IMPLEMENTATION DATE: September 2015  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2021  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|----|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> EACT 201                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Course Full Title:</b> Hydraulic and Pneumatic Control Systems<br><b>Course Short Title:</b> Hydraulics and Pneumatics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Faculty:</b> Faculty of Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department (or program if no department):</b> Electronics                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Calendar Description:</b><br>Fundamental fluid power principles, fluid power systems, including hydraulic and pneumatic components. Hands-on training with fluid power systems, identify components, read schematics, fluid power circuits, terminology, symbols, and calculations for force, velocity, and horsepower. Introductory control of pneumatics using PLC's.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Prerequisites (or NONE):</b> Admission to the Automation and Control Systems Technician program or departmental approval<br><b>Corequisites (if applicable, or NONE):</b> NONE<br><b>Pre/corequisites (if applicable, or NONE):</b> NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Note: If yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Total Hours: 60</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="padding: 2px;">Lecture hours</td> <td style="text-align: right; padding: 2px;">30</td> </tr> <tr> <td style="padding: 2px;">Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td style="padding: 2px;">Laboratory hours</td> <td style="text-align: right; padding: 2px;">30</td> </tr> <tr> <td style="padding: 2px;">Field experience hours</td> <td></td> </tr> <tr> <td style="padding: 2px;">Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td style="padding: 2px;">Online learning activities</td> <td></td> </tr> <tr> <td style="padding: 2px;">Other contact hours:</td> <td></td> </tr> <tr> <td style="text-align: right; padding: 2px;"><b>Total</b></td> <td style="text-align: right; padding: 2px;"><b>60</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 30 | Seminars/tutorials/workshops |  | Laboratory hours | 30 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes,<br>Different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i><br><b>Maximum enrolment (for information only):</b> 20<br><b>Expected frequency of course offerings (every semester, annually, etc.):</b> Annually |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Department / Program Head or Director:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |

**EACT 201**

**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:

- a. Analyze and specify control components in fluid power systems;
- b. Analyze Dynamics and Characteristics of fluid flow;
- c. Apply fluid mechanics to trouble shoot energy , power loss and efficiency in hydraulic systems;
- d. Demonstrate operation of basic hydraulic and pneumatic systems; and the use of flow meters and pressure gauges
- e. Test and troubleshoot Hydraulic and Pneumatic system used in Agriculture setting;
- f. Interpret schematics and troubleshoot systems;
- g. Display a systematic approach to troubleshooting; and design a schematic drawing of a working system.
- h. Describe safety rules that need to be followed when working with individual hydraulic and pneumatic components.

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

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

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

Lectures and Lab work with occasional guest lecture

**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. Parr, E. A.                      | Hydraulics and Pneumatics: A Technician's and Engineer's Guide | <input checked="" type="checkbox"/> | Butterworth-Heinemann | 2011                      |
| 2.                                  |                                                                | <input type="checkbox"/>            |                       |                           |
| 3.                                  |                                                                | <input type="checkbox"/>            |                       |                           |
| 4.                                  |                                                                | <input type="checkbox"/>            |                       |                           |
| 5.                                  |                                                                | <input type="checkbox"/>            |                       |                           |

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

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |   |            |    |
|----------------|-----|--------------|-----|-------------------|---|------------|----|
| Final exam:    | %   | Assignments: | 15% | Midterm exam:     | % | Practicum: | %  |
| Quizzes/tests: | 35% | Lab work:    | 50% | Field experience: | % | Shop work: | %  |
| Other:         | %   | Other:       | %   | Other:            | % | Total:     | 0% |

**Details (if necessary):**

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

**Typical Course Content and Topics**

Unit 1: Fundamental principles  
 Unit 2: Hydraulic pumps and pressure regulation  
 Unit 3: Air compressors, Air treatment and pressure regulation  
 Unit 4: Control Valves  
 Unit 5: Actuators  
 Unit 6: Process control  
 Unit 7: Hydraulic and Pneumatic accessories  
 Unit 8: Safety, fault findings and maintenance



ORIGINAL COURSE IMPLEMENTATION DATE: September 2015  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2021  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

**Course Code and Number:** EACT 202

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

**Course Full Title:** Microprocessors/Microcontrollers and Data Acquisition

**Course Short Title:** Microcontroller systems

**Faculty:** Faculty of Applied and Technical Studies

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

### Calendar Description:

Introduction to small microprocessor-based systems. Develop "C" programming. Interfacing digital and analog signals with a computer based system with the use of common protocols such as RS232, RS485, IEEE-4888, and wireless/remote applications, Fiber optics. Interface with common sensors and transducers.

**Prerequisites (or NONE):** Admission to the Automation and Control Systems Technician program or departmental approval

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

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

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

### Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OREg to submit to BCCAT):

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

Resubmit revised outline for articulation: ☐ Yes ☒ No

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

**Total Hours: 90**

### Typical structure of instructional hours:

|                                            |           |
|--------------------------------------------|-----------|
| 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> |

### 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):** 20

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

**Department / Program Head or Director:**

**Date approved:**

**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:

- a. Describe architecture of common microprocessors/controllers
- b. Program in C language, exposing students to various fundamental programming and interfacing techniques
- c. Explore small microprocessor-based systems, with an emphasis on embedded system hardware and software design.
- d. Learn debugging techniques for microcontroller programs, including breakpoints, status, readouts, single-stepping, and crash dumps. Learn to debug hardware/software interaction problems
- e. Interface to I/O and interrupt handling methods.
- f. Interface with digital and analog signals
- g. Test various common computer networking methods and communication protocols such as RS232, RS485, IEEE-4888 and other standards.
- h. Investigate SCADA (Supervisory Control and Data Acquisition) systems
- i. Select, analyze and apply common sensors and transducers. Special notation to agricultural applications
- j. Learn to use and handle Fiber optic cabling
- k. Utilize common HMI software (Human Machine Interface)
- l. Investigate Remote and Wireless data acquisition methods and applications.

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

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

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

Lectures and Lab work with occasional guest lecture

**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. Han-Way Huang                    | PIC Microcontroller: An Introduction to Software and Hardware Interfacing | <input checked="" type="checkbox"/> | Delmar Publishers | 2004                      |
| 2.                                  |                                                                           | <input type="checkbox"/>            |                   |                           |
| 3.                                  |                                                                           | <input type="checkbox"/>            |                   |                           |
| 4.                                  |                                                                           | <input type="checkbox"/>            |                   |                           |
| 5.                                  |                                                                           | <input type="checkbox"/>            |                   |                           |

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

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |   |            |    |
|----------------|-----|--------------|-----|-------------------|---|------------|----|
| Final exam:    | 50% | Assignments: | %   | Midterm exam:     | % | Practicum: | %  |
| Quizzes/tests: | 20% | Lab work:    | 30% | Field experience: | % | Shop work: | %  |
| Other:         | %   | Other:       | %   | Other:            | % | Total:     | 0% |

**Details (if necessary):**

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

**Typical Course Content and Topics**

Unit 1: Basic programming concepts in Assembly and C  
 Unit 2: Hardware interface: sensors  
 Unit 3: Hardware interface: Controllers and Actuators  
 Unit 4: Data collection systems and methods  
 Unit 5: Analog and digital signals  
 Unit 6: Communications methods



ORIGINAL COURSE IMPLEMENTATION DATE: September 2015  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2021  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

**Course Code and Number:** EACT 210

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

**Course Full Title:** Project Management and Occupational Organization

**Course Short Title:** Project Management

**Faculty:** Faculty of Applied and Technical Studies

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

### Calendar Description:

Students develop skills in managing technical projects. Students learn to identify and plan a project and work toward achieving their project goals. Learn team interactions that contribute to effective working relationships and the achievement of the project goals. They will communicate in written, spoken, and visual formats at various stages of the project. Acquiring common computer software skills for professional and personal applications such as Word, Excel, PowerPoint, etc. Emphasis on data entry, data manipulation, mathematical analysis of data (models, geometric representation, formulas, and statistical methods) and data presentation.

**Prerequisites (or NONE):** CMNS 125

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

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

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

### Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OREg to submit to BCCAT):

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

Resubmit revised outline for articulation: ☐ Yes ☒ No

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

**Total Hours: 45**

**Typical structure of instructional hours:**

|                                            |           |
|--------------------------------------------|-----------|
| Lecture hours                              | 30        |
| Seminars/tutorials/workshops               |           |
| Laboratory hours                           | 15        |
| 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):** 20

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

**Department / Program Head or Director:**

**Date approved:**

**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:**

**EACT 210**

**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:

- a. Prepare job estimates, technical proposals, business letters, and memos.
- b. Simulate inventory control and practice
- c. Schedule work and maintenance activities
- d. Prepare and maintain maintenance and service logs.
- e. Apply cost controls techniques and procedures for monitoring expenditures
- f. Manage time effectively and documentation of time records
- g. Maintain a filing systems and keeping legible and accurate records.
- h. Maintain quality control.
- i. Acquire strategies for work place success.
- j. Use common computer software for daily personal and professional applications such as Word, Excel, PowerPoint, publisher, etc.
- k. Enter, manipulate and analyze mathematically data (data (models, geometric representation, formulas, statistical methods)
- l. Present data

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

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

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

Lectures and Lab work with occasional guest lecture

**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. Grundy, T                        | Strategic Project Management: Creating Organizational Breakthroughs                                   | <input checked="" type="checkbox"/> | Intl Thomson Business | 2001                      |
| 2. Alec Fehl et al.                 | Building a Foundation with Microsoft Office 2013: The Basics & Essential Computing Skills 2nd Edition | <input checked="" type="checkbox"/> | Labyrinth Learning    | 2014                      |
| 3.                                  |                                                                                                       | <input type="checkbox"/>            |                       |                           |

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

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |   |            |    |
|----------------|-----|--------------|-----|-------------------|---|------------|----|
| Final exam:    | 50% | Assignments: | %   | Midterm exam:     | % | Practicum: | %  |
| Quizzes/tests: | 20% | Lab work:    | 30% | Field experience: | % | Shop work: | %  |
| Other:         | %   | Other:       | %   | Other:            | % | Total:     | 0% |

**Details (if necessary):**

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

**Typical Course Content and Topics**

Module 1: business strategy

- process of managing complex projects
- business analysis and project management techniques

Module 2: Project management case study

- BMW business model
- Premier league strategies
- Prudential's story

Module 3: Excel

- Manipulating data and equations
- Creating graphs and models
- Writing macros for excel

Module 4: Word and power point

- Creating documents with excel embedded data
- Creating Presentations with excel embedded data and graphs



ORIGINAL COURSE IMPLEMENTATION DATE: September 2015  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2021  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

**Course Code and Number:** EACT 211

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

**Course Full Title:** Programmable Logic Controllers  
**Course Short Title:**

**Faculty:** Faculty of Applied and Technical Studies

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

### Calendar Description:

Learn basics of programmable logic controllers (PLC), memory organization, hardware components and controller options. PLC wiring, logic, basic instructions. Practice real world applications using PLC modules scaled down to lab size. SCADA, process control and PLC installation, maintenance and safety.

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

**Prerequisites (or NONE):** Admission to the Automation and Control Systems Technician program or departmental approval

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

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

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

### Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OREg to submit to BCCAT):

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

Resubmit revised outline for articulation: ☐ Yes ☒ No

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

**Total Hours: 45**

### Typical structure of instructional hours:

|                                            |           |
|--------------------------------------------|-----------|
| Lecture hours                              | 15        |
| Seminars/tutorials/workshops               |           |
| Laboratory hours                           | 30        |
| 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):** 20

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

**Department / Program Head or Director:**

**Date approved:**

**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:**

**EACT 211**

**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:

- a. Install, test and debug PLC's to meet job requirements.
- b. Design programs to control machines and processes in typical agricultural and industrial applications
- c. Interpret electrical control systems symbols commonly used in agricultural and Instrumentation and in the industrial environment.
- d. Interpret Ladder Logic diagram to troubleshoot PLC systems
- e. Apply PLC to relays, sensors measure and control, branch and latching, timers, motor control.
- f. Implement Distributed Control Systems (DCS) with emphasis on agriculture applications such as environmental control systems and Water management systems.

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

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

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

Lectures and Lab work with occasional guest lecture

**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. Kamel, K                         | Programmable Logic Controllers: Industrial Control | <input checked="" type="checkbox"/> | McGraw-Hill      | 2014                      |
| 2.                                  |                                                    | <input type="checkbox"/>            |                  |                           |
| 3.                                  |                                                    | <input type="checkbox"/>            |                  |                           |
| 4.                                  |                                                    | <input type="checkbox"/>            |                  |                           |
| 5.                                  |                                                    | <input type="checkbox"/>            |                  |                           |

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

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |   |            |    |
|----------------|-----|--------------|-----|-------------------|---|------------|----|
| Final exam:    | %   | Assignments: | 10% | Midterm exam:     | % | Practicum: | %  |
| Quizzes/tests: | 40% | Lab work:    | 50% | Field experience: | % | Shop work: | %  |
| Other:         | %   | Other:       | %   | Other:            | % | Total:     | 0% |

**Details (if necessary):**

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

**Typical Course Content and Topics**

Unit 1: Introduction to PLC Control systems and automation  
 Unit 2: Fundamentals of PLC logic programmers  
 Unit 3: Timers and counters programming  
 Unit 4: Math move and comparison instructions  
 Unit 5: Device configuration and Human Machine Interface (HMI)  
 Unit 6: Process control design and troubleshooting  
 Unit 7: Instrumentation and process control  
 Unit 8: Analog programming and advanced controls  
 Unit 9: Case Studies



ORIGINAL COURSE IMPLEMENTATION DATE: September 2015  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2021  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

**Course Code and Number:** EACT 212

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

**Course Full Title:** Wiring, Motors, and Actuators  
**Course Short Title:**

**Faculty:** Faculty of Applied and Technical Studies

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

### Calendar Description:

Use of common wiring tools and train on common wiring practice. Learn about procedures and wiring standards with safety in mind in multiple work environments. Learn the importance of proper wiring, routing and the results of common wiring mistakes. Learn and practice common motor controls methods, common motors and actuators, including DC. Learn motor controls related issues such as noise, shielding and isolation, variable speed drives, etc. gain knowledge of pumps, compressors and mechanical drives.

**Prerequisites (or NONE):** Admission to the Automation and Control Systems Technician program or departmental approval

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

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

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

### Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OReg to submit to BCCAT):

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

Resubmit revised outline for articulation: ☐ Yes ☒ No

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

**Total Hours:** 67.5

### Typical structure of instructional hours:

|                                            |             |
|--------------------------------------------|-------------|
| Lecture hours                              | 22.5        |
| Seminars/tutorials/workshops               |             |
| Laboratory hours                           | 45          |
| Field experience hours                     |             |
| Experiential (practicum, internship, etc.) |             |
| Online learning activities                 |             |
| Other contact hours:                       |             |
| <b>Total</b>                               | <b>67.5</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):** 20

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

**Department / Program Head or Director:**

**Date approved:**

**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:**

**EACT 212**

**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:

- a. Practice the use of common industry wiring tools such as crimpers
- b. Analyze low and high voltage, low and high frequency wiring methods and considerations
- c. Create harnesses and rout wiring bases on job specifications
- d. Investigate effects of noise and Ground loops
- e. Investigate electrical noise, shielding, grounding, wiring and isolation solutions
- f. Interface with motors and actuators
- g. Test various motor control methods, DC, single phase and 3 phase systems
- h. Investigate the operation and setup of generators and power generation
- i. Investigate the operation and setup of pumps compressors and mechanical drives commonly used in agriculture
- j. Explore the fundamentals of electrical controls and control components including starters troubleshooting techniques, various protective devices, schematics, and diagrams.
- k. Analyze function and operation, troubleshoot variable speed drives
- l. Analyze motors applications through common use in agriculture.

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

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

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

Lectures and Lab work with occasional guest lecture

**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. | Miller, R                           | Industrial Electricity and Motor Controls   | <input checked="" type="checkbox"/> | McGraw-Hill      | 2014                      |
| 2. |                                     |                                             | <input type="checkbox"/>            |                  |                           |
| 3. |                                     |                                             | <input type="checkbox"/>            |                  |                           |
| 4. |                                     |                                             | <input type="checkbox"/>            |                  |                           |
| 5. |                                     |                                             | <input type="checkbox"/>            |                  |                           |

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

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |   |            |    |
|----------------|-----|--------------|-----|-------------------|---|------------|----|
| Final exam:    | %   | Assignments: | %   | Midterm exam:     | % | Practicum: | %  |
| Quizzes/tests: | 30% | Lab work:    | 70% | Field experience: | % | Shop work: | %  |
| Other:         | %   | Other:       | %   | Other:            | % | Total:     | 0% |

**Details (if necessary):**

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

**Typical Course Content and Topics**

Unit 1: Switches, Magnetism, Solenoids and Relays  
 Unit 2: Electric motors, Motor Control and protection, 3 phase controllers and Drives  
 Unit 3: Transformers, Power Generation and power distribution systems  
 Unit 4: Troubleshooting and maintenance  
 Unit 5: Timers, Sensors, Solenoids and Valves  
 Unit 6: Motor starting methods and solid state reduced voltage starters  
 Unit 7 :Speed control and monitoring

Students will be mostly using the tools and will be evaluated based on the quality of work assigned.  
 Students will use wire strippers, crimpers and practice industry accepted wiring techniques.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2015  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2021  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EACT 214

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

Course Full Title: Control Systems  
 Course Short Title:

Faculty: Faculty of Applied and Technical Studies

Department (or program if no department): Electronics

### Calendar Description:

Open and closed loop control systems. Analog and digital control systems, including P, PI, and PID. Foundation of control and robotic systems in agriculture application setting practicing the use of pressure, flow, level, temperature, optical and electromechanical control interfaces.

Prerequisites (or NONE): Admission to the Automation and Control Systems Technician program or departmental approval

Corequisites (if applicable, or NONE): NONE

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

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

### Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OREg to submit to BCCAT):

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

Resubmit revised outline for articulation: ☐ Yes ☒ No

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

Total Hours: 90

### Typical structure of instructional hours:

|                                            |           |
|--------------------------------------------|-----------|
| 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> |

### 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): 20

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

Department / Program Head or Director:

Date approved:

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:

- a. Analyze, test and troubleshoot servo-mechanism.
- b. Troubleshoot open and closed loop control systems
- c. Setup and test control devices such as relays, optoelectronics components, Thyristors and Triac circuit.
- d. Analyze computerized and automated systems in agricultural application
- e. Investigate analog and digital, linear and no linear control systems including P,PI,PID controls
- f. Analyze and test automation vision processing systems as applied in agriculture
- g. Analyze display and recording systems using automation
- h. Configure Robotic systems and their controllers in agriculture applications
- i. Experiment with pressure, flow, level, temperature, optical, and electro-mechanical systems with feedback, feed forward and ration control concepts.

**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)

**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. Bartelt, T                            | Industrial Automated Systems: Instrumentation and Motion Control | <input checked="" type="checkbox"/> | Delmar/Cengage   | 2011                  |
| 2.                                       |                                                                  | <input type="checkbox"/>            |                  |                       |

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |   |            |    |
|----------------|-----|--------------|-----|-------------------|---|------------|----|
| Final exam:    | 50% | Assignments: | %   | Midterm exam:     | % | Practicum: | %  |
| Quizzes/tests: | 20% | Lab work:    | 30% | Field experience: | % | Shop work: | %  |
| Other:         | %   | Other:       | %   | Other:            | % | Total:     | 0% |

**Details (if necessary):**

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

**Typical Course Content and Topics**

- Unit 1: Industrial controls overview
  - Introduction to industrial control systems
  - Interfacing devices
  - Thyristors
- Unit 2: Controllers
  - Controller operation
- Unit 3: Electric Motors
  - DC motors
  - AC motors
  - Servo motors
- Unit 4: Variable speed drives
  - DC drives
  - AC drives
- Unit 5: Process control and instrumentation
  - Pressure systems
  - Temperature controls
  - Process control methods
  - Instrumentation symbology
  - Instrumentation calibration
- Unit 6: Detection sensors
  - Detection sensors and interfacing
  - Wireless technology



ORIGINAL COURSE IMPLEMENTATION DATE: September 2015  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2021  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

**Course Code and Number:** EACT 216

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

**Course Full Title:** Automation and Control Systems Project  
**Course Short Title:** Automation Project

**Faculty:** Faculty of Applied and Technical Studies

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

### Calendar Description:

Apply knowledge gained in this program to design, construct and demonstrate a fully functional automated system and apply it to an agriculture application model. Work is performed in groups, encouraging team work and collaboration within their class and other faculties/trades.

**Prerequisites (or NONE):** Admission to the Automation and Control Systems Technician program or departmental approval

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

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

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

### Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OREg to submit to BCCAT):

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

Resubmit revised outline for articulation: ☐ Yes ☒ No

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

**Total Hours: 60**

**Typical structure of instructional hours:**

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

### Special Topics

Will the course be offered with different topics?

☐ Yes ☒ No

If yes,

Different lettered courses may be taken for credit:

☒ No ☐ Yes, repeat(s) ☐ Yes, no limit

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

**Maximum enrolment (for information only):** 20

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

**Department / Program Head or Director:**

**Date approved:**

**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:**

**EACT 216**

**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:

- a. Apply all acquired skills to design, construct and demonstrate a fully automated system and apply it to an agriculture application model.
- b. work in teams.

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

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

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

Lectures and Lab work with occasional guest lecture

**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.                                  | No text is required for this course         | <input type="checkbox"/> |                  |                           |
| 2.                                  |                                             | <input type="checkbox"/> |                  |                           |
| 3.                                  |                                             | <input type="checkbox"/> |                  |                           |
| 4.                                  |                                             | <input type="checkbox"/> |                  |                           |
| 5.                                  |                                             | <input type="checkbox"/> |                  |                           |

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

**Typical Evaluation Methods and Weighting**

|                |   |              |     |                   |     |            |    |
|----------------|---|--------------|-----|-------------------|-----|------------|----|
| Final exam:    | % | Assignments: | 25% | Midterm exam:     | %   | Practicum: | %  |
| Quizzes/tests: | % | Lab work:    | 25% | Field experience: | 50% | Shop work: | %  |
| Other:         | % | Other:       | %   | Other:            | %   | Total:     | 0% |

**Details (if necessary):**

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

**Typical Course Content and Topics**

Specifications for the project will be derived from the specific needs of the agriculture department with its guidance and collaboration with agriculture students.  
This is a capstone project.