



UNDERGRADUATE EDUCATION COMMITTEE (UEC)
March 18, 2016 - 10:00 AM
A225

AGENDA

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Page

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

4 - 9      **2.1. UEC draft minutes: February 26, 2016**

MOTION: To approve the draft minutes as presented.

**3. COURSE OUTLINES**

10 -      **3.1. Communication**

13      New course: Special Topics in Professional Communications

MOTION: To approve the new CMNS 399 course outline as presented.

14 -      **3.2. Modern Languages**

17      New course: Myths, Tales, and Legends in Francophone Literatures

MOTION: To approve the new FREN 415 course outline as presented.

18 -      **3.3. School of Business**

21      Changes including title and prerequisites: BUS 407

MOTION: To approve the BUS 407 course outline as presented.

22 -      **3.4. Visual Arts**

34      New course: VA 101, Figure Drawing

New course: VA 221, Drawing II

New course: VA 222, Figure Painting

MOTION: To approve the new VA course outlines as presented.

35 -      **3.5. Social Work and Human Services**

38      Change to prerequisites: SOWK 380

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MOTION: To approve the SOWK 380 course outline as presented.

#### 4. PROGRAMS

- 39 - **4.1. Social Work and Human Services**  
45 Change to entrance requirements: Community Support Worker certificate
- MOTION: To recommend approval of the changes to the Community Support Worker certificate entrance requirements as presented, effective September 2016.
- 46 - **4.2. Kinesiology**  
52 Change to entrance requirements: Bachelor of Kinesiology
- MOTION: To recommend approval of the changes to the Bachelor of Kinesiology entrance requirements as presented, effective September 2017.
- 53 **4.3. Mathematics and Statistics**  
New program: Applied Statistics minor
- MOTION: To recommend approval of the new Applied Statistics minor as presented.
- 54 - **4.4. Library and Information Technology**  
66 Change to entrance requirements, program requirements, and continuance: Library and Information Technology certificate
- MOTION: To approve the changes to the Library and Information Technology certificate program requirements as presented, and recommend approval of the entrance requirements and continuance policy as presented, effective January 2017.

#### 5. OTHER BUSINESS/DISCUSSION ITEMS

- 67 - **5.1. Curriculum Quality Subcommittee:** Handbook to Accompany Guiding  
80 Principles for Curriculum Quality
- 5.2. Truth and Reconciliation Commission**
- 5.3. Admissions Subcommittee report**
- 5.4. Transfer Credit Subcommittee report**
- 5.5. Policy Subcommittee report**

#### 6. INFORMATION ITEMS

- 6.1. Minor course changes** (outlines will be available at [www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines))  
MATH 062, 063, 096

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**6.2. Program suspension:** Management post-degree certificate

**7. ADJOURNMENT**



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

February 26, 2016  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Donna Alary, Gurbir Brar, Sue Brigden, Rhonda Colwell, Heather Compeau, John English, Nancy Goad, Arlene Leon, Stan Manu, Steven Marsh, Rod McLeod, Samantha Pattridge, Kirsten Robertson, Maureen Wideman, Simon Xi, Jody Gordon, Sylvie Murray  
**ABSENT:** Maria Bos-Chan, Vlad Dvoracek, Peter Geller, Shirley Hardman, David McGuire, Kate McCulloch, Lisa Moy, Eric Spalding  
**GUESTS:** Tara Gibb, Seonaigh MacPherson, Michael Maschek, Michelle Rhodes, Corinne Richardson, Frank Ulbrich, Alisa Webb  
**RECORDER:** Amanda Grimson

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

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

##### **2.1. UEC draft minutes: January 29, 2016**

##### **MOTION:**

To approve the minutes as presented.  
CARRIED

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

##### **3.1. Biochemistry: Course outlines**

New course: BIOC 404, Biomembranes

Changes including title and prerequisites: CHEM 422

It was noted that the last learning outcome for BIOC 404 was problematic as it included how the learning would be evaluated (through an oral presentation) and because it could potentially be discriminatory for students who are unable to give oral presentations. The department will be asked if the suggested revision is acceptable; if not, the course will be brought back to UEC.

##### **MOTION:**

To approve the BIOC 404 and CHEM 422 course outlines as amended:

- BIOC 404 learning outcome #8: "~~Deliver an oral presentation based on analysis of~~ **Analyze** recent research literature"

##### **3.2. Communications: Course outlines**

Review with changes including title: CMNS 235

Changes including title and prerequisites: CMNS 335

Some revisions to the learning outcomes for CMNS 235 were suggested and agreed to by the department.

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**MOTION:**

To approve the CMNS 235 and 335 course outlines as amended:

- CMNS 235 learning outcome #1: "Demonstrate credibility as a speaker through the use of research and personal experience"
- CMNS 235 learning outcome #4: "Demonstrate effective use of Use nonverbal techniques"

CARRIED

**3.3. Economics: Course outlines**

New course: ECON 199, Selected Topics in Economics

**MOTION:**

To approve the ECON 199 course outline as presented.

CARRIED

**3.4. History: Course outlines**

Changes including title: HIST 235, 236

**MOTION:**

To approve the HIST 235 and 236 course outlines as presented.

CARRIED

**3.5. Political Science: Course outlines**

Review with changes including prerequisites: POSC 320

Review with changes including title and prerequisites: POSC 330

**MOTION:**

To approve to POSC 320 and 330 course outlines as presented.

CARRIED

**3.6. Adult Education: Course outlines**

New course: ADED 215, Foundations of e-Learning

New course: ADED 415, Facilitating e-Learning

Discontinuation: ADED 200 and 441

**MOTION:**

To approve the ADED 215 and 415 course outlines as presented.

CARRIED

**MOTION:**

To approve the discontinuation of ADED 200 and 441 as presented.

CARRIED

**3.7. Adult Education: Program changes**

Change to program requirements: Bachelor of Arts (Adult Education)

It was noted that with these changes, students could complete the degree without taking a writing course.

Upper-level non-ADED electives, currently only mentioned in a note, will be included more prominently in the calendar copy.

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**MOTION:**

To recommend approval of the changes to the Bachelor of Arts (Adult Education) program requirements as presented, effective September 2016.

CARRIED

**3.8. Biology: Course outlines**

Changes including title and prerequisites: BIO 201

Changes including prerequisites: BIO 220

Review with changes including title and prerequisites: BIO 401

Changes including prerequisites: BIO 408, 409

**MOTION:**

To approve the BIO course outlines as presented.

CARRIED

**3.9. Biology: Program changes**

Changes to program: Biology major, Ecology and Biology of Organisms concentration

**MOTION:**

To approve the changes to the Biology major, Ecology and Biology of Organisms concentration program requirements as presented, effective September 2016.

CARRIED

**3.10. Geography and the Environment: Course outlines**

Changes including prerequisites: GEOG 340/GDS 340

**MOTION:**

To approve the GEOG 340/GDS 340 course outline as presented.

CARRIED

**3.11. Geography and the Environment: Program changes**

Change to entrance requirements: Indigenous Maps, Films, Rights, and Land Claims certificate

Students will no longer have the choice to switch between letter grades and credit/no credit, but will be locked into one grade mode at the time of admission.

There were questions about the statement that "in some circumstances, applicants may be asked, or have the option, to follow up their letter of intent with an interview with the instructors". This statement will be clarified.

**MOTION:**

To recommend approval of the change to the Indigenous Maps, Films, Rights, and Land Claims certificate entrance requirements as amended, effective September 2016:

- Note regarding interviews in #2 will be revised to: "Note: If the instructors have questions about the applicant, or if the applicant would like more information about the program, a follow-up interview may be requested."

CARRIED

**3.12. Graphic and Digital Design: Course outlines**

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New course: GD 281, Applied Photography and Video

**MOTION:**

To approve the GD 281 course outline as presented.  
CARRIED

**3.13. Graphic and Digital Design: Program changes**

Change to program requirements: Graphic and Digital Design diploma

**MOTION:**

To approve the changes to the Graphic and Digital Design diploma program requirements as presented, effective September 2016.  
CARRIED

**3.14. School of Business: Course outlines**

New course: BUS 384, Data-Driven Business Decisions

New course: BUS 385, Developing a Digital Presence

Changes including title and prerequisites: BUS 247

Changes including title: BUS 440

Revisions: BUS 434/ECON 434

The prerequisite of BUS 100 for BUS 384 and BUS 440 was questioned. F. Ulbrich (School of Business Director) noted that in order to analyze data in a business context, students must have some understanding of the basics of business.

**MOTION:**

To approve the BUS course outlines as presented.  
CARRIED

**3.15. School of Business: Program changes**

Change from options and concentrations to majors and minors: Bachelor of Business Administration

DQAB has pre-approved this change. Some minor corrections to the calendar copy were noted; F. Ulbrich will send revisions to the Calendar Editor.

**MOTION:**

To recommend that the options and concentrations in the Bachelor of Business Administration be changed to majors and minors as presented, effective September 2016.  
CARRIED

**3.16. Social Work and Human Services: Course outlines**

Change to prerequisites: SOWK 380

This item was postponed.

**3.17. Social Work and Human Services: Program changes**

Change to entrance requirements: Community Support Worker certificate

This item was postponed.

**3.18. Arts: Program changes**

Change to program requirements: Bachelor of Arts

Calendar copy was presented for information only; only the notice of upcoming changes will be included in the Fall 2016 calendar. Specific courses (ARTS 101, etc) will not be included in the calendar until they have been approved, and all "TBD" course lists should be specified in time for the Winter/Summer 2017 calendar.

**MOTION:**

To recommend approval of the changes to the Bachelor of Arts program requirements as presented, effective September 2017.

CARRIED

**MOTION:**

That UEC require that the lists of TBD courses be submitted in time for the Winter/Summer 2017 calendar.

CARRIED

**3.19. General Studies: Program changes**

Change to entrance and program requirements: Bachelor of General Studies

As with the Bachelor of Arts, all "TBD" course lists will be finalized in time for the Winter/Summer 2017 calendar, and only the notice of upcoming changes will appear in the Fall 2016 calendar. Wherever possible, the BGS course lists will be based on those developed for the BA.

**MOTION:**

To recommend approval of the changes to the Bachelor of General Studies entrance requirements, program requirements, and residency as presented, effective September 2017.

CARRIED

**MOTION:**

That UEC require that the lists of TBD courses be submitted in time for the Winter/Summer 2017 calendar.

CARRIED

**3.20. Kinesiology: Program changes**

Change to entrance requirements: Bachelor of Kinesiology

This item was postponed.

**3.21. Trades: Program changes**

Change to entrance requirements: Trades programs

The English requirements included in these revisions do not follow the current English language policy, but these changes are being made in anticipation of revisions to the policy.

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**MOTION:**

To recommend approval of the changes to the entrance requirements for the following Trades programs as presented, effective September 2016:

- Aircraft Structures Technician certificate
- Automotive Collision Repair and Refinishing certificate
- Auto Service Technician certificate
- Architectural Drafting Technician certificate
- Carpentry certificate
- Construction Electrician certificate
- Electronics Technician - Common Core certificate
- Heavy Mechanical Foundation certificate
- Hospitality Event Planning certificate
- Joinery certificate
- Plumbing and Piping certificate
- Professional Cook certificate
- Welding Foundation certificate, Level 3, and Specialty Metals Endorsement apprenticeship programs

CARRIED

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. Curriculum Quality Subcommittee report**

There was no report from this subcommittee. The draft handbook will be available prior to the next UEC meeting.

**4.2. Admissions Subcommittee report**

There was no report from this subcommittee.

**4.3. Transfer Credit Subcommittee report**

There was no report from this subcommittee.

**4.4. Policy Subcommittee report**

There was no report from this subcommittee.

**5. INFORMATION ITEMS**

- 5.1. Minor course changes** (outlines will be available at [www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines))  
ADED 360, 405, 410, 420  
BIO 360  
MATH 075, 076

**6. ADJOURNMENT**

The meeting was adjourned at 12:30 pm.

- 6.1.** Next meeting: March 18, 2016

**Memo for New Course**

To: UEC

From: Lynn Kirkland Harvey, Chair, CMNS Department Curriculum Committee

Date: January 8, 2016

**Subject: Proposal for new course CMNS 399 Special Topics in Professional Communications**

1. Rationale for new course: *This course has been developed to provide relevant and current topics not otherwise covered in our existing course offerings. The topics will focus on current professional communication events and issues.*

2. How this new course fits into program(s): *This course will be eligible for one of the upper level selections for the Communications Minor and the program will not need to be changed.*

**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 in this course are closely aligned with the learning outcomes for the Communications Minor:*

- a. *Demonstrate competency in creating professional messages across a wide spectrum of media that fulfill specific communication purposes and meet the needs of the audience*
- b. *Model effective and professional communication skills for interpersonal, team, organizational, and culturally diverse contexts*
- c. *Demonstrate information literacy skills*
- d. *Practice common document design techniques as they apply to a variety of workplace messages*
- e. *Apply rhetorical principles to the design and delivery of oral, print, and digital messages*

4. Will this course be required by any program beyond the discipline? *No. Which program areas have been consulted about the course? Media and Communication Studies were consulted so that the course was designed in structure to be similar to their MACS 399, but also so that the two courses would be distinct and would have different topics and focus.*

5. If a new discipline designation is required, explain why:

6. What consideration has been given to indigenizing the curriculum? *As with most CMNS courses, we strive to add assignments, protocols, examples, and instructional methods that allow indigenous students to feel welcome in the class, and that will increase awareness of indigenous issues for all students.*

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

8. Explain how each of the following will affect the budget for your area or any other area:

- a. *Credit value: 4 credits to address the depth and breadth of the course material*

- b. Class size limit: *28 to allow for groupwork and special projects, and to ensure that all students will be able to meet the course outcomes*
  - c. Frequency of offering: *every other year to ensure student planning and to select topics in advance*
  - d. Resources required (labs, equipment) *N/A*
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) *No*. How are the trips funded?
10. Estimate of the typical costs for this course, including textbooks and other materials: *\$100*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2016  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) March 2022  
 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> CMNS 399                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Course Full Title:</b> Special Topics in Professional Communications                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Special Topics Prof CMNS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> Communication                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Calendar Description:</b><br>This course involves in-depth examination of a selected topic in communications that is not addressed in current course offerings. Development and application of professional communications skill sets will be stressed. Topics covered will vary from year to year.<br><br>Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs.                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | 60 university-level credits including CMNS 251 and one CMNS course 300-level and above.                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>NA</b><br>Cross-listed with: <b>None</b><br>Equivalent course(s): <b>None</b><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Total Hours: 60</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: right;">25</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">20</td></tr> <tr><td>Laboratory hours</td><td style="text-align: right;">5</td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td style="text-align: right;">10</td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>60</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 25 | Seminars/tutorials/workshops | 20 | Laboratory hours | 5 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities | 10 | Other contact hours: |  | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes, repeat(s) <input checked="" type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Maximum enrolment (for information only):</b> 28<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> every other year                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Department / Program Head or Director:</b> Samantha Patridge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date approved:</b> October 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date approved:</b> February 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of posting:</b> March 11, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b> February 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> March 18, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |

**CMNS 399**
**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 theoretical perspectives and major research related to a specific topic
- Engage in research and critical thinking specific to a topic
- Analyze a specific topic in relation to professional and applied communication skills
- Apply complex audience analysis for persuasive purposes
- Develop professional communications products specific to the topic, context, and audience
- Demonstrate professional communication skills including writing, document design, and presentation skills relevant to the specific topic

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

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

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

Lecture-discussion, guest lecturers, presentations, and online activities

**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. Lakoff, George          | The all new Don't Think of an Elephant | <input checked="" type="checkbox"/> | Chelsea Green Publishing | 2014 |
| 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.)**

None

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |    |            |      |
|----------------|-----|--------------|-----|-------------------|----|------------|------|
| Final exam:    | 0%  | Assignments: | 90% | Midterm exam:     | 0% | Practicum: | 0%   |
| Quizzes/tests: | 0%  | Lab work:    | 0%  | Field experience: | 0% | Shop work: | 0%   |
| Presentation:  | 10% | Other:       | 0%  | Other:            | 0% | Total:     | 100% |

**Details (if necessary):**
**Typical Course Content and Topics**

"How to Run an Election Campaign"

1. History -- Review of past election campaigns; What worked? What didn't?
2. Theory -- Audience analysis, best practices, factors influencing campaigns, media use, outcomes of previous elections, voter patterns and behavior
3. Local demographics -- who are the voters today?
4. Strategies to create a campaign:
  - a. Opposition research
  - b. Crafting and developing an election message
  - c. Managing an issue (e.g. environment, immigration)
  - d. Engaging and responding to media
  - e. Communicating to millennials in the age of social media
5. Communication skills:
  - a. Being a spokesperson
  - b. Environmental scanning
6. Putting it all together in a Campaign Plan

**Memo for Course Changes**

To: CACC, CAC, CWC, UEC

From: Teresa Arroliga-Piper, Modern Languages Department Head

Date: January 19<sup>th</sup>, 2016

**Subject: Proposal for revision of (insert title of course)**

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: *Maximum enrollment*

2. Rationale for change:

*FREN 415 is offered in the same semester as either FREN 315 or FREN 319. It recently become apparent that requiring both FREN 315 and 319 for this course was creating a bottleneck for students in the French major.*

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

*n/a*

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

*n/a*

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

*n/a*

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

*The study of Indigenous francophone writers is a key component of this course and involves analysis of Indigenous myths, tales and legends.*

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

*n/a*

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:

- a. Credit value *n/a*
  - b. Class size limit *Class maximum increased to 28, in line with all other French courses*
  - c. Frequency of offering *n/a*
  - d. Resources required (labs, equipment) *n/a*
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?  
*n/a*
10. Estimate of the typical costs for this course, including textbooks and other materials:  
*The costs for this course would be similar to costs in any course.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2013  
**REVISED COURSE IMPLEMENTATION DATE:** September 2016  
**COURSE TO BE REVIEWED:** (six years after UEC approval) March 2022  
**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> FREN 415                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Myths, Tales, and Legends in Francophone Literatures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Tales in Francophone Literatures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> Modern Languages                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>Students will explore francophone literatures in a comparative perspective through the study of myths, tales and legends in literary texts and narratives. This course given entirely in French mainly focuses on traditional and contemporary literary application of myths, tales and legends in African, Indigenous, French and French Canadian literatures. Literary analyses will cover topics such as the creation of the universe and its beings, emblematic heroic figures, and the importance of social relations.                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | FREN 315 or FREN 319.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 60</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: right;">45</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">15</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>60</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 45 | Seminars/tutorials/workshops | 15 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Maximum enrolment (for information only): 28</b><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Once per year                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Teresa Arroliga-Piper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> December 18, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of posting:</b> March 11, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> March 18, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**FREN 415**

**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:

- Read and write literary texts at an advanced level
- Use advanced research skills
- Compare various Francophone literatures
- Write creatively
- Use intertextual and intercultural approaches to analyze texts critically
- Demonstrate the importance of a refined knowledge and understanding of Francophone cultures and literatures: Indigenous, African, French and French Canadian

**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 presentations, group work, readings, comparative research and intertextuality, writing workshop.

**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. Assiniwi, B.            | Ikwe la femme algonquienne           | <input checked="" type="checkbox"/> | Editions Vent d'Ouest   | 1998 |
| 2. Beaugrand, H.           | La Chasse-galerie                    | <input checked="" type="checkbox"/> | Bibliothèque Québécoise | 1991 |
| 3. Diop, B.                | Les Contes d'Amadou                  | <input checked="" type="checkbox"/> | Présence Africaine      | 1960 |
| 4. Tournier, M.            | Le Coq de bruyère                    | <input checked="" type="checkbox"/> | Gallimard               | 1980 |
| 5.                         |                                      | <input type="checkbox"/>            |                         |      |

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

None

**Typical Evaluation Methods and Weighting**

|                    |     |                |     |                   |   |            |      |
|--------------------|-----|----------------|-----|-------------------|---|------------|------|
| Final exam:        | 20% | Assignments:   | 55% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests:     | %   | Lab work:      | %   | Field experience: | % | Shop work: | %    |
| Oral Presentation: | 15% | Participation: | 10% | Other:            | % | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

Week 1: Academic writing, research and reading strategies in literature (revision)  
 Week 2: Myths of origins and founding legends  
 Week 3: Oral literatures  
 Week 4: Cosmogonic narratives: time and space  
 Week 5: The storyteller: roles and positions  
 Week 6: Heroes: emblematic figures  
 Week 7: Workshop in storytelling  
 Week 8: Ancient tales and modernity  
 Week 9: Staging and performance in myths, tales and legends  
 Week 10: Spirituality, power and magic  
 Week 11: Transformation and its meanings  
 Week 12: Morality and teachings: socialization, identities and values  
 Week 13: WRITING PROJECT (oral presentation and submission)

**Memo for Course Changes**

To: UEC

From: Fiona McQuarrie, Human Resources & Organization Studies

Date: November 17/15

**Subject: Proposal for revision of BUS 407: Gender and Diversity Issues**

Summary of changes (select all that apply):

- ☐ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☒ Title: change from “Gender and Diversity Issues” to “Gender and Diversity in Organizations”
- ☒ Calendar description: updated to fit within new official course outline 40-word limit
- ☒ Prerequisites and/or co-requisites
- ☒ Frequency of course offering: changed to reflect how often course is usually offered
- ☒ Learning outcomes: updated to fit new official course outline format
- ☐ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

1. Rationale for change:

The word “issues” in the title frames gender and diversity as problems, which goes against the intent and philosophy of the course content. This word should be deleted. The addition of the words “in organizations” clarifies that the context of the course content is within organizations, and not other contexts (e.g. societies or cultures) within which gender and diversity could be examined.

Prerequisite change: The human resources/organizational studies area in the School of Business plans to make similar changes to all upper-level courses in this subject area in the near future. The purpose of the change is to ensure that students enrolling in the course have sufficient academic experience (as in, e.g., writing skills, oral and written comprehension skills, analytical/critical skills) to increase their opportunities for success in these courses. The additional pre-requisite also makes sure that students are not taking an upper-level course too early in their program.

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

The learning outcomes have been reworded and renumbered to fit the new official course outline format.

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

n/a

4. Which program areas have been consulted about the change(s)?  
The proposal is supported by all of the faculty members in the Human Resources & Organization Studies area in the School of Business.
5. What consideration has been given to indigenizing the curriculum?  
The topic of indigenization in organizations, particularly in a work context, is regularly included in the course.
6. If this course is not eligible for PLAR, explain why:  
Much of the learning in the course is from readings and discussions specific to the course content.
7. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering: has been changed to “annually” to reflect how often the course is usually offered. No budget implications.
  - d. Resources required (labs, equipment)
8. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?  
n/a
9. Estimate of the typical costs for this course, including textbooks and other materials:  
Textbooks are approximately \$100. There are no other required materials for the course.



**ORIGINAL COURSE IMPLEMENTATION DATE:** Fall 1994  
**REVISED COURSE IMPLEMENTATION DATE:** September 2016  
**COURSE TO BE REVIEWED: (six years after UEC approval)** September 2019  
**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> BUS 407                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Course Full Title:</b> Gender and Diversity in Organizations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Gender and Diversity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Calendar Description:</b><br><br>This course examines how gender and diversity interact to affect individuals' experiences within organizations. Topics include how and why individual experiences differ, differences in labour market experiences, and the effects of external socialization.                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | BUS 304. Note: As of January 2017, prerequisites will change to the following: BUS 304 and 60 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>BUS 307A</b><br>Cross-listed with:<br>Equivalent course(s): BUS 307A<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                     |           | <b>Transfer Credit</b><br>Transfer credit already exists <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: right;">30</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">15</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 30 | Seminars/tutorials/workshops | 15 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Maximum enrolment (for information only): 25</b><br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.): Annually</b>                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Department / Program Head or Director:</b> Dr. Frank Ulbrich                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> January 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> January 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of posting:</b> January 22, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> January 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> March 18, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |

**BUS 407**

**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:

- LO 1. Demonstrate accurate knowledge of the demographic characteristics of the Canadian workforce
- LO 2. Analyze and understand their own perspectives and experiences related to workplace and societal diversity
- LO 3. Give examples of how organizations successfully and unsuccessfully address gender and diversity in the workplaces
- LO 4. Analyze a case or situation related to workplace diversity
- LO 5. Develop and implement appropriate plans for action
- LO 6. Constructively participate in discussions about workplace and societal diversity
- LO 7. Express opinions thoughtfully and respectfully

**Prior Learning Assessment and Recognition (PLAR)** ☐ Yes ☒ No, PLAR cannot be awarded for this course because: the majority of the learning in this course results from the interactions and discussion among students in each class.

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

Readings, seminar discussions.

**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. Powell, G.              | Women and Men in Management          | <input checked="" type="checkbox"/> | Sage      |      |
| 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.)

n/a

## Typical Evaluation Methods and Weighting

|                |     |                                 |     |                          |     |            |      |
|----------------|-----|---------------------------------|-----|--------------------------|-----|------------|------|
| Final exam:    | %   | Online Assignments:             | %   | Midterm exam:            | %   | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:                       | %   | Field experience:        | %   | Shop work: | %    |
| Journal        | 20% | Written Assignments (10% each): | 60% | Discussion facilitation: | 20% | Total:     | 100% |

**Details (if necessary):**

## Typical Course Content and Topics

Modules:

- Introduction to gender and diversity (LO 1)
- The effects of socialization (LO 2)
- The labour market (LO 1)
- Stereotypes at work (LO 2, 6, 7)
- Workplace experiences (LO 2, 6, 7)
- Harassment (LO 3–7)
- Gender and management (LO 1, 3, 6, 7)
- Career patterns (LO 3, 6, 7)
- Employment equity (LO 3–7)
- Future issues (LO 6, 7)

Assignments

- Weekly entries in a journal (LO 2, 3)
- Experiential essay on becoming the "other" (LO 2, 4, 5, 7)
- Choosing a news story on a current issue and facilitating class discussion on the story (LO 4–7)
- Written commentary on a Human Rights Tribunal case and its outcomes (LO 3, 4, 5)
- Reflective essay on the student's own workplace experiences around diversity (LO 1–3)

**Memo for New Course**

To: CACC, Alisa Webb, Amanda Grimson

From: Shelley Stefan, VA Department Head

Date:

**Subject: Proposal for new course VA 101 – Figure Drawing**

1. Rationale for new course:
  - a. In response to the recent external program review recommendation to “consider separating drawing from painting in recognition of drawing as a distinct material discipline that informs all other studio areas,” the VA department prioritizes Figure Drawing as an essential rudimentary offering. No current course in VA focuses on the human figure and anatomy. This content will reinforce interdisciplinary links with various studio streams, GDD, and other academic areas.
2. How this new course fits into program(s):
  - a. VA 101 will serve as an alternate entry level drawing course in conjunction with VA 113, a highly enrolled foundation course with constant waitlists. Program changes will be forthcoming.
3. Explain how the course learning outcomes align with the learning outcomes of the program(s):
  - a. The learning outcomes will enhance technical skills, further experimental processes, and assist students to articulate the historical and theoretical significance of the media.
4. Will this course be required by any program beyond the discipline? No. If so, how will this course affect that program or programs? N/A
5. Which program areas have been consulted about the course? N/A
6. If a new discipline designation is required, explain why: N/A
7. What consideration has been given to indigenizing the curriculum?
  - a. Indigenous content varies according to the work undertaken by students and instructors continue to incorporate a diversity of subject matter in VA
8. If this course is not eligible for PLAR, explain why: N/A
9. Explain how each of the following will affect the budget for your area or any other area:
  - a. Credit value – 3 – no effect
  - b. Class size limit – 25 – no effect
  - c. Frequency of offering – annually – no effect
  - d. Resources required (labs, equipment) – model remuneration already exists in the VA budget
  - e. VA 101 will be offered in rotation with VA 113 (an existing successful course)

10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? No
11. Estimate of the typical costs for this course, including textbooks and other materials:
  - a. Tuition plus approximately \$100 for textbooks and supplies

**From:** Vicki Bolan  
**Sent:** February-24-16 12:55 PM  
**Subject:** RE: VA 101, 221 and 222 - new courses

In response to the comments from the UEC Screening Sub-committee, we offer the following:

- Is drawing being removed from other courses to create these courses? Will revised course outlines for those courses be submitted?  
VA 101 (Figure Drawing) will be offered in rotation with our other entry level drawing course, VA 113 (Introduction to Drawing). VA 113 is offered several times in one academic year and has continual waitlists, so the addition of VA 101 will not displace any other offerings and will only diversify student access to the drawing discipline. VA 221 (Drawing II) is the second level drawing course and is a response to the program review's recommendation to add more drawing offerings and a separate drawing stream. In the near future and in response to these recommendations, all Painting and Drawing course outlines will be revised to update engagement of a separate drawing stream at lower levels and to accurately reflect these changes in curriculum. A thorough curriculum streamlining exercise is taking place in the Painting/Drawing discipline and all necessary updates will be made to provide excellence and non-redundancy in offerings.
- Note in the calendar descriptions regarding nude models are inconsistent. The same note should be used in each course.  
VA 221 & VA 222 – change made to the course outlines
- In the textbooks section intentionally blank? Are there any references books that could be suggested?  
The textbook section is intentionally blank because the Painting and Drawing discipline does not rely on textbook usage but rather focusses on experiential learning, in class exercises, out of class exercises, still life projects, life drawing, drafting demos, slide presentations, visual galleries, individual and group critiques, portfolio building, and documentation exercises. No one textbook could be suggested and reading material is supplementary not mandatory.
- VA 221 title is proposed as “Drawing II”; will there be a “Drawing I”? Suggest “Intermediate Drawing” or “Advanced Drawing” instead.  
Thank you for this and after much consideration of options, the department prefers to keep VA 221 titled as Drawing II.
- VA 222 learning outcome #3: suggest deleting “a understanding of”.  
The change has been made to the course outline
- Will changes be made to the Visual Arts major (and extended minor) Core Studio requirements to incorporate these courses?  
The VAPC will take this into consideration in the next few months on whether any updates need to be made to incorporate these courses into core requirements.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2016  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) March 2022  
 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> VA 101                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Course Full Title:</b> Figure Drawing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Calendar Description:</b><br><p>This is an introductory drawing course focused on the human figure. Students will learn how to draw from a live model, utilizing a variety of techniques and materials in both draped and undraped settings.</p> <p>Note: This course utilizes nude models.</p>                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<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: 60</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: right;">14</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">6</td></tr> <tr><td>Laboratory hours</td><td style="text-align: right;">40</td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>60</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 14 | Seminars/tutorials/workshops | 6 | Laboratory hours | 40 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 14        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 6         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 40        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Maximum enrolment (for information only): 25</b><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                     |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Department / Program Head or Director:</b> Shelley Stefan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b> November 27, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> January 15, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of posting:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> January 15, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> March 18, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |

**Learning Outcomes**

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

- demonstrate technical drawing skills in anatomical study, proportion, composition, light, and skeletal structure
- experiment with figure drawing processes
- exhibit competence in the use of a variety of 2D drawing materials
- articulate the significance of live model study in art historical and/or theoretical applications
- develop a personal approach to figure drawing processes
- receive, understand, and respond to the ideas and feedback of others
- present on formal and conceptual elements of figure drawing
- outline aspects of contemporary discourse as it relates to the study of the human figure in art

**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, in-class exercises, independent projects, critiques, slide presentations, sketchbook assignments, demonstrations, readings, discussions.

**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.                         |                                      | <input type="checkbox"/> |           |      |
| 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.)**

Supplies vary by instructor. List will be given to students on the first day of class.

**Typical Evaluation Methods and Weighting**

|                |     |                |     |                   |   |            |      |
|----------------|-----|----------------|-----|-------------------|---|------------|------|
| Final exam:    | %   | Assignments:   | 80% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:      | %   | Field experience: | % | Shop work: | %    |
| Critiques:     | 10% | Participation: | 10% | Other:            | % | Total:     | 100% |

**Details (if necessary):**
**Typical Course Content and Topics**

The course will cover the study of the human form in both draped and undraped settings. Students will learn about anatomy, skeletal construction, proportion, light, value, contrast, line, contour, gesture, shape, balance, movement, rhythm, texture, composition, abstraction, image manipulation, and experimentation. Students will investigate the formal and conceptual elements of figure drawing as well as its experimental capacities as it pertains to contemporary art practice and discourse.

**Sample Class Breakdown:**

Week 1 Introduction, Protocols, Procedures  
 Week 2 Gesture Study – Line, Proportion  
 Week 3 Gesture and Short Pose – Line, Proportion  
 Week 4 - 5 Gesture and Medium Pose – Line, Proportion, Light  
 Week 6 Critiques  
 Week 7 – 9 Gesture and Long Pose – Proportion, Light, Value, Contrast  
 Week 10 - 12 Long Pose – Composition and Material Experimentation  
 Week 13 Critiques

**Memo for New Course**

To: CACC, Alisa Webb, Amanda Grimson

From: Shelley Stefan, VA Department Head

Date:

**Subject: Proposal for new course VA 221 – Drawing II**

1. Rationale for new course:
  - a. In response to the recent external program review recommendation to “consider separating drawing from painting in recognition of drawing as a distinct material discipline that informs all other studio areas,” the VA department prioritizes a 200-level drawing course to advance students’ academic experience in the discipline. No current course in VA offers an advanced study in drawing.
2. How this new course fits into program(s):
  - a. VA 221 will serve as an alternate 200-level studio course with a focus on drawing. This course will be an alternate pre-requisite for VA 321 (course revision forthcoming).
3. Explain how the course learning outcomes align with the learning outcomes of the program(s):
  - a. The learning outcomes will enhance technical skills, further experimental processes, and assist students to articulate the historical and theoretical significance of the media.
4. Will this course be required by any program beyond the discipline? No. If so, how will this course affect that program or programs? N/A
5. Which program areas have been consulted about the course? N/A
6. If a new discipline designation is required, explain why: N/A
7. What consideration has been given to indigenizing the curriculum?
  - a. Indigenous content varies according to the work undertaken by students and instructors continue to incorporate a diversity of subject matter in VA
8. If this course is not eligible for PLAR, explain why: N/A
9. Explain how each of the following will affect the budget for your area or any other area:
  - a. Credit value – 3 – no effect
  - b. Class size limit – 25 – no effect
  - c. Frequency of offering – annually – no effect
  - d. Resources required (labs, equipment) N/A
10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? No
11. Estimate of the typical costs for this course, including textbooks and other materials:

- a. Tuition plus approximately \$100 for textbooks and supplies



ORIGINAL COURSE IMPLEMENTATION DATE: September 2016  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) March 2022  
 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> VA 221                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Drawing II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>This course provides a continued study of the principles and practices introduced in 100-level drawing courses. Students will utilize both black and white and colour applications in drawing, with an emphasis on advanced skill development, personal expression, and experimentation.<br>Note: This course utilizes nude models.                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | VA 101 or VA 113.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input 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: 60</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture hours</td> <td style="text-align: center;">14</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td style="text-align: center;">6</td> </tr> <tr> <td>Laboratory hours</td> <td style="text-align: center;">40</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>60</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 14 | Seminars/tutorials/workshops | 6 | Laboratory hours | 40 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 14        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 6         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 40        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Maximum enrolment (for information only): 25</b><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Once annually                                                                                                                                                                                                                                                                                                                                                |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Shelley Stefan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b> November 27, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date approved:</b> January 15, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of posting:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> January 15, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> March 18, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**VA 221**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**Learning Outcomes**

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

- demonstrate advanced technical skills in drawing
- utilize a wide range of 2D drawing materials
- articulate the importance of drawing in art historical or theoretical applications
- implement a personal approach to drawing processes
- receive and respond respectfully to critical feedback
- present orally on formal and conceptual elements of a drawing
- articulate aspects of contemporary discourse related to the discipline of drawing

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

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

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

Lecture, demonstrations, in-class 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.                         |                                      | <input type="checkbox"/> |           |      |
| 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:    | %   | Assignments: | 70% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | % | Shop work: | %    |
| Participation: | 10% | Critiques:   | 20% | Other:            | % | Total:     | 100% |

**Details (if necessary):**
**Typical Course Content and Topics**

Students will investigate the formal and conceptual elements of drawing as well as its experimental capacities as it pertains to contemporary art practice and discourse.

Sample class breakdown:

Week 1 Introduction, Protocols, Procedures

Week 2 – 5 Students will continue an advanced exploration of colour, value, light, contrast, line, contour, gesture, shape, balance, movement, rhythm, texture, composition, abstraction, image manipulation, and experimentation.

Week 6 Critiques

Week 7 Still Life Drawing on White surface

Week 8 Still Life Drawing on Black surface

Week 9 Still Life Drawing on Colour surface

Week 10 Abstract Drawing

Week 11 Experimental Processes

Week 12 Experimental Processes

Week 13 Critiques

**Memo for New Course**

To: CACC, Alisa Webb, Amanda Grimson

From: Shelley Stefan, VA Department Head

Date:

**Subject: Proposal for new course VA 222 – Figure Painting**

1. Rationale for new course:
  - a. In response to the deficiency of courses solely related to the study of the human form, the VA department proposes a 200-level painting course focused on life study.
2. How this new course fits into program(s):
  - a. VA 222 will serve as an alternate 200-level painting course. This course will be an alternate pre-requisite for VA 321 (course revision forthcoming) and will be offered in rotation with VA 224 (a highly enrolled successful painting course).
3. Explain how the course learning outcomes align with the learning outcomes of the program(s):
  - a. The learning outcomes will enhance technical skills, further experimental processes, and assist students to articulate the historical and theoretical significance of the media.
4. Will this course be required by any program beyond the discipline? No. If so, how will this course affect that program or programs? N/A
5. Which program areas have been consulted about the course? N/A
6. If a new discipline designation is required, explain why: N/A
7. What consideration has been given to indigenizing the curriculum?
  - a. Indigenous content varies according to the work undertaken by students and instructors continue to incorporate a diversity of subject matter in VA
8. If this course is not eligible for PLAR, explain why: N/A
9. Explain how each of the following will affect the budget for your area or any other area:
  - a. Credit value – 3 – no effect
  - b. Class size limit – 25 – no effect
  - c. Frequency of offering – annually – no effect
  - d. Resources required (labs, equipment): the cost of models are included in the existing department budget
10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? No
11. Estimate of the typical costs for this course, including textbooks and other materials:

- a. Tuition plus approximately \$100 for textbooks and supplies



ORIGINAL COURSE IMPLEMENTATION DATE: September 2016  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) March 2022  
 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> VA 222                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Figure Painting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>This course is dedicated to painting the human figure. Students will learn how to paint from a live model in both draped and undraped settings. Students will utilize a variety of techniques and materials in the study of traditional and non-traditional methods of figure painting.<br>Note: This course utilizes nude models.                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | VA 101 or VA 223.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<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: 60</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: right;">14</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">6</td></tr> <tr><td>Laboratory hours</td><td style="text-align: right;">40</td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>60</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 14 | Seminars/tutorials/workshops | 6 | Laboratory hours | 40 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 14        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 6         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 40        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Maximum enrolment (for information only): 25</b><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                     |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Shelley Stefan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> November 27, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> January 15, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of posting:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b> January 15, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> March 18, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |   |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

VA 222

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## Learning Outcomes

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

- demonstrate technical skill development in relation to figure painting and composition
- exhibit confidence in the utilization of a variety of painting materials
- articulate the importance and implication of live model study in art historical and theoretical applications
- develop a personal approach to painting the human form
- integrate the ideas and feedback of others
- present on formal and conceptual elements of a figure painting
- outline aspects of contemporary discourse as it relates to figure study in art

## 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, in-class exercises, independent projects, critiques, slide presentations, sketchbook assignments, demonstrations, readings, discussions.

**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.                         |                                      | <input type="checkbox"/> |           |      |
| 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.)

Supplies vary by instructor. List will be given to students on the first day of class.

## Typical Evaluation Methods and Weighting

|                |     |                |     |                   |   |            |      |
|----------------|-----|----------------|-----|-------------------|---|------------|------|
| Final exam:    | %   | Assignments:   | 80% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:      | %   | Field experience: | % | Shop work: | %    |
| Critiques:     | 10% | Participation: | 10% | Other:            | % | Total:     | 100% |

## Details (if necessary):

## Typical Course Content and Topics

The course will cover study of the human form in both draped and undraped settings. Students will learn about colour, value, contrast, line, contour, gesture, shape, balance, movement, rhythm, texture, proportion, composition, abstraction, image manipulation, and experimentation. Students will investigate the formal and conceptual elements of figure painting as well as its experimental capacities as it pertains to contemporary art practice and discourse.

Sample Class Breakdown:

Week 1 Introduction, Protocols, Procedures

Week 2 Colour Theory and the Human Figure

Week 3 - 5 Gesture and Medium Pose

Week 6 Critiques

Week 7 - 9 Gesture and Long Pose

Week 10 - 12 Long Pose – Composition and Material Experimentation

Week 13 Critiques

**Memo for Course Changes**

To: Tracy Ryder Glass, Dean, Professional Studies; Amanda Grimson, Undergraduate Education Committee Assistant

From: John Hogg, Director, School of Social Work & Human Services

Date: December 4, 2015

**Subject: Proposal for revision of SOWK 380**

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:

SOWK 380 is a required course for students in the Bachelor of Global Development Studies program, but students do not meet the program pre-requisite. Instructors are able to waive the SOWK 311 pre-requisite for these students, but not the program requirement. Admission to the BSW will no longer be a required prerequisite.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): No changes.

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

This change is to accommodate the Bachelor of Global Development Studies students, who require the course for graduation.

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

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

Our Bachelor of Social Work program is committed to indigenization. In addition to course content across our program, one of the graduation requirements for this program is completion of SOWK 392 Aboriginal Social Work.

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

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value N/A
  - b. Class size limit N/A
  - c. Frequency of offering N/A
  - d. Resources required (labs, equipment) N/A
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? No.
10. Estimate of the typical costs for this course, including textbooks and other materials:  
Approximately \$450 for tuition and \$150 for textbooks.



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 1995  
**REVISED COURSE IMPLEMENTATION DATE:** September 2016  
**COURSE TO BE REVIEWED:** (six years after UEC approval) February 2018  
**Course outline form version:** 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|-------------------------------------------------|----|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> SOWK 380                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Social Work and Community Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Social Work & Community Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> School of Social Work & Human Services                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><p>This course will focus on the role of social workers working collaboratively with local communities to facilitate community development. Beginning with an understanding of community and social change, students will develop the skills to engage diverse communities in processes of community change and capacity-building. Students will also acquire a variety of theoretical perspectives on community development and building local capacity. Fundamental to community development process is pursuing the democratic redistribution of power and resources. In constructing an anti-oppressive approach to community practice, students will be encouraged to examine the impact of race, class, gender, and sexual orientation on community dynamics and processes.</p> |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | SOWK 311.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>SSSW 380</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (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="#">bctransferguide.ca</a> . |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: center;">30</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: Student directed learning:</td><td style="text-align: center;">15</td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: center;"><b>45</b></td></tr> </table>                                                                                      |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 30 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: Student directed learning: | 15 | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours: Student directed learning:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Maximum enrolment (for information only):</b> 30<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Once per year                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> John Hogg                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b> December 4, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> December 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of posting:</b> January 22, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Tracy Ryder-Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> December 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> March 18, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**SOWK 380**

**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. Analyze the diverse nature of communities in Canada, including Aboriginal and Francophone communities, and identify their strengths and the challenges facing them;
2. Articulate a variety of theoretical perspectives on working with communities to effect change and build local capacity;
3. Apply community development processes to better understand local communities;
4. Plan effective strategies for community change; and
5. Organize and work with the community to eliminate oppression and encourage democratic process and social justice.

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

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

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

This course will be taught using a combination of lectures, class discussions, group projects, small group exercises, multi-media resources and guest lecturers.

**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. | Brown, J. D. & Hannis D.   | <i>Community development in Canada.</i> | <input type="checkbox"/> | Toronto: Pearson.                           | 2008 |
| 2. | Born, P. (Ed.).            | <i>Creating vibrant communities.</i>    | <input type="checkbox"/> | Toronto: BPS Books.                         | 2008 |
| 3. | Harding, R. (Ed.).         | <i>SOWK 380 Coursepack.</i>             | <input type="checkbox"/> | Abbotsford: University of the Fraser Valley | 2011 |
| 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:    | 30% | Assignments:              | %   | Midterm exam:      | 25% | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:                 | %   | Field experience:  | %   | Shop work: | %    |
| Group Project  | 25% | Project Evaluation Report | 10% | Group Presentation | 10% | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

- Topic**
- 1 Course Overview  
Skills for Working in the Community  
Assignment of Group Projects
  - 2 Introduction to Community Development  
History of Community Development in BC
  - 3 Perspectives on Community Development  
Relationship-Building in the Community  
Asset-based Community Development
  - 4 Community Development Processes
  - 5 Indigenous Approaches
  - 6 Feminist Approaches
  - 7 Community Change or Containmentment
  - 8
  - 9 Ethics & Community Development
  - 10 Framework for Ethical Decision-Making
  - 11 Evaluation of Community Process  
Group Project -Evaluation
  - 12 **Group Presentations**
  - 13 **Group Submission of All Written Materials**  
International Community Development

**Memo for Program Changes**

To: Tracy Ryder Glass, Dean, Professional Studies; Amanda Grimson, Undergraduate Education Committee Assistant

From: John Hogg, Director, School of Social Work & Human Services

Date: December 4, 2015

**Subject: Community Support Worker 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:

## 2. Rationale for change(s):

There is a precedent of CSW students being approved to substitute ENGL 105 as one of their entrance requirements, but because this is not noted in the Calendar each student must be approved by the Director individually. Adding this option will also align the requirement to the diploma and degree programs' entrance requirements.

## 3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: No change.

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

Broadens opportunity for admission in program. Indigenization will be considered within specific course revisions.

## 5. Will additional resources be required? If so, how will these costs be covered? No.

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

Students will have an additional option to fulfill their entrance requirement. No change in enrolment expected.

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

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

### Calendar Copy

**1. Faculty and department of program**

School of Social Work & Human Services

**2. Website** *(department, or program-specific if applicable)*

<http://www.ufv.ca/swhs/>

**3. Program title/credential**

Community Support Worker certificate

**4. Associated degree program** *(for major, minor, or extended minor only)*

**5. Program introduction/calendar description** *(brief description, usually 1-3 paragraphs)*

This program prepares people to work in a variety of roles with children and adults with mental and/or physical disabilities. Graduates are prepared for employment in community support roles, such as group homes for people with mental and/or physical disabilities, and in various special education settings. Special education assistants work under the supervision of classroom teachers and perform such duties as coaching in basic subjects, preparing specialized teaching materials, and meeting students' special physical needs, as well as maintaining progress records. The program includes both theoretical studies and practical applications and focuses on basic information and skills needed by front-line workers in the social services and educational systems, including professional roles and standards, values and ethics, history of service delivery, philosophies, training technologies, communication, and creation of community support.

The program can be taken on a full-time or part-time basis.

**6. Entrance requirements**

Some of the courses in the Community Support Worker certificate will apply to the [Social Services diploma](#), and many courses can be used towards other diploma and degree programs.

**Entrance requirements**

1. Demonstrated suitability for working with people with disabilities is required. Evidence of this could consist of volunteer work in a classroom setting and/or with special needs adults.

2. Secondary school graduation or equivalent (ABE Provincial, Advanced, or GED), or satisfactory demonstration in terms of undertaking university-level work. Students 19 or older who have completed at least three university-level credits that apply to the program at the time of application do not require a high school transcript.

3. Meet the prerequisites for [CMNS 155](#) or [ENGL 105](#).

~~54~~. Include all documentation (see How to apply below).

Students who do not meet these requirements might consider [Qualifying Studies](#).

**7. When to apply** *(either specific intake or continuous application, if applicable)*

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

**8. How to apply**

1. Apply online at [ufv.ca/admissions/admissions/apply](http://ufv.ca/admissions/admissions/apply).

Additional documents required for a complete application:

Proof of B.C. secondary school graduation or equivalent (see [Entrance requirements](#)).

Evidence of having met the pre-requisite for [CMNS 155](#) or [ENGL 105](#).

Official transcript (or interim transcript) from all other previous post-secondary institutions showing grade/course achievement. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section for details.

An additional application information form detailing all your past work and volunteer experience and education (include social services related and other).

A personal statement indicating why you want to enter the program and what has brought you to this career choice. Please refer to the kinds of experiences you have had in this field, either paid or volunteer. This should be not less than 250 words and not more than 500 words.

Two recent satisfactory letters of references from past employers, teachers, or volunteer supervisors who can comment on your suitability to work with people in the social services field should be included with your application package. These must be on reference forms available from the SWHS department either online or in person at UFV.

2. Upon admission to the program, you will be provided with registration information. A deposit is required prior to registration (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.

**9. Basis for admission decision** *(specify either competitive or non-competitive admission)*

1. All complete applications received by January 31 will be reviewed. Applications received after this date will be reviewed if space permits.

2. Personal suitability of applicants will be assessed using a point rating system. Points are awarded for past academic education, all work or volunteer experience (social services or other), demonstrated writing ability, reference letters, and a personal statement. Admission will be granted on a first-qualified, first-served basis to those scoring above the required threshold.

3. Only those who submit complete applications and score the minimum required points will be considered. Every effort will be made to give an admissions decision within two months of the application deadline.

If the program is full, qualified students will be placed on a temporary waitlist. If you meet the entrance requirements and a space becomes available before September 1, you will be contacted. After September 1, the waitlist is void.

In cases where interim transcripts are submitted, an admissions decision may be made conditional upon completion of academic requirements. Proof of completion of entrance requirements is due the end of the first week in August.

4. Be 19 years of age when the practicum commences.

**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 for regular course fees. Courses numbered HSER 190, 192, 195, and 196 are offered on a cost-recovery basis with higher tuition fees. Textbooks and additional supplies will cost approximately \$150 per course.

There will also be other expenses such as travelling to practicum sites and field trips. Two courses are only offered on the Chilliwack campus. Funding may be available through student loans or HRDC. Contact the Financial Aid and Awards office for more information

**Academic regulations**

See the [Social Services diploma](#) section for details.

**Practicum regulations**

A criminal record check completed through the Ministry of Justice is required prior to practicum placement. If you are not 19 before October 31, we may not be able to place you.

A GPA of 2.0 is required for practicum placement. You will be individually assessed during the first semester as to your readiness for the practicum, in terms of skills, attitudes, and knowledge. An approved criminal record check through the Ministry of Public Safety and Solicitor General is a prerequisite for all placements. Suitable appearance is necessary.

A valid driver's licence and access to an automobile is required for most practica.

Students must register for seminars and practica on their assigned campus as practica will be done in that region; students are not guaranteed the practicum of their choice.

Students wanting a certain type of practicum may be required to do a block practicum in May and June (six to eight weeks full-time). Students currently working in the field may be able to challenge part of the practicum. See the Program Advisor for more information. Students can enhance their certificate by completing continuing education courses in sign language, computer skills, food safety, and other relevant support skills.

Note: A valid first aid certificate is required for practicum placement.

**Laddering to a Social Services diploma**

Students possessing a Community Support Worker certificate may proceed on to earn a Social Services diploma, which is partially transferable to degree-level studies in Social Work, Adult Education, and General Studies.

Students wishing to complete the [Social Services diploma](#) program, on either a part- or full-time basis, must apply to that program on or after October 1 for the following September start. Students must submit a UFV application and a letter requesting permission from the School to be admitted to the diploma program.

**11. Program duration and total number of credits****12. Location (if applicable)**

N/A

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

| Course   | Title                                                | Credits |
|----------|------------------------------------------------------|---------|
| CMNS 155 | Introduction to Workplace and Academic Communication | 3       |
| HSER 120 | Introduction to Interpersonal Communications         | 3       |
| HSER 127 | Practicum Seminar                                    | 1       |
| HSER 190 | Introduction to Community Support                    | 3       |
| SOWK 110 | Introduction to Social Work and Human Services       | 3       |
| SOWK 225 | Human Behavior and the Social Environment            | 3       |
| Total    |                                                      | 16      |

**Semester II**

| Course   | Title                                       | Credits |
|----------|---------------------------------------------|---------|
| HSER 192 | Supporting Skill Development                | 3       |
| HSER 195 | Relationships and the Community             | 3       |
| HSER 131 | Practicum                                   | 6       |
| HSER 196 | Personal Care for Persons with Disabilities | 3       |
| Total    |                                             | 15      |

|                       |    |
|-----------------------|----|
| Total program credits | 31 |
|-----------------------|----|

**14. Specializations or options of the program** *(if applicable)*

N/A

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

**a. Continuance and probation**

Standard policies.

**b. Course repetition**

Standard policies.

**c. Readmission**

Standard policies.

**d. Residency**

Standard policies.

**e. Graduation requirements**

Standard policies.

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

Standard policies.

**Memo for Program Changes**

To: UEC

From: Amber Johnston – Chair, KIN Curriculum Committee

Date: December 1, 2015

**Subject: Program change (insert program title)**

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

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

2. Rationale for change(s):

**Please see below for the following tables and notes outlining the proposed changes and rationale:**

- a. Table 1 – Option 1 – High School Entrance**
- b. Table 2 – Option 2 – University Entrance**
- c. New - Option 3 – Department Discretionary**
- d. Admissions Changes (Calendar edits)**
- e. Course Repeat Policy Change**

**\*\*All calendar copy changes are noted below with track changes**

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

**These program changes remove some of the identified limitations and barriers for students that have been preventing their acceptance into the KIN program. All of these noted changes make the program easier to apply into. The changes support UFV ILO's with respect to having both high quality and successful student as well as opening the program up to international applicants.**

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

5. Will additional resources be required? If so, how will these costs be covered? **None**

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 entrance requirement changes should increase student enrolment, or at least increase opportunity for applicants.**
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? **N/A**
8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) **Calendar and online program information will need to be updated, see track changes below. There are noted changes on the admission section (removal of interview) and course repetition section (change to 6 upper level repeats: rationale for this is that many students repeat upper level courses when trying to upgrade for post graduate entrance requirements) – all of these noted changes were supported with a Department Motion in December 2013 but have not been reflected in the calendar, therefore these changes are being updated.**
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. **N/A**

**Table 1: Option 1 – High School Entrance**

| Current Entrance Requirement           | Recommendation                                                                                                                                          | Rationale                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| BC Secondary school grad or equivalent | No change                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| English 12 with a B or better          | Meets prerequisite for ENGL 105 or CMNS <del>100125 or 155-level or higher</del><br><br><i>Note: Please see calendar descriptions for prerequisites</i> | <p>1. This sets the entrance requirement to ensure student success in required courses and is comparable to other university program entrance requirements.</p> <p>2. This also allows for international students to apply to the KIN program as the English 105 prerequisites include all language proficiency exams and acceptable scores.</p> <p>3. Admissions have noted in previous intakes that English 12 with a B or better was often a barrier for admitting students who otherwise meet all other program entrance requirements.</p> |

|                                                                                                                                                                                      |                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                      |                                                                                                                         | 4. Literacy breadth requirement is English 105 or CMNS <a href="#">125 or 15590 level or higher</a> – this change in entrance requirement meets the prerequisites for these courses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| One of Principles of Math 12, FOM 12, or Pre-calculus 12 with a C+ or higher                                                                                                         | Meets prerequisite for one of STAT 104, STAT 106<br><br><i>Note: Please see calendar descriptions for prerequisites</i> | <p>1. This sets the entrance requirement to ensure student success in required courses and is comparable to other university program entrance requirements.</p> <p>2. Numeracy breadth requirement is one of STAT 104, STAT 106 (or PSYCH 110)– this change in entrance requirement meets the prerequisites for these courses. <a href="#">Only STAT 104 and STAT 106 as entrance requirement since grade required is higher. If students meet requirement for STAT 104 or 106 they will automatically meet requirement for PSYCH 110.</a></p> <p>3. Currently, the KIN program does not have any KIN courses that require Math 12 as a prerequisite.</p> <p>4. Students are not required to take Math 12 to graduate high school in BC.</p> |
| Two of: Biology, Chemistry, or Physics 12 with a C+ or better                                                                                                                        | One course of Biology, Chemistry or Physics with a C+ or better                                                         | Aligns with entrance requirements for BSc. as their program only requires one grade 12 science course for entry. Aligns fairly with BPN entrance requirements with a required Gr. 12 course.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Physical Education 11 and/or 12 with a B or better; or, alternatively, participation in a varsity sport at senior secondary level, or on a B.C. Summer or Winter Games team, or on a | List as a recommended course (see Note below)                                                                           | <p>1. Students who are focusing on academic requirements often do not take PE 11/12.</p> <p>2. There is no option to upgrade PE 11/12</p> <p>3. There is no standardized way to evaluate how active a student is.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|                             |  |  |
|-----------------------------|--|--|
| provincial or national team |  |  |
|-----------------------------|--|--|

Option 1: ~~Direct entry from high school~~ High School Entrance

The first year of the Bachelor of Kinesiology degree program has a limited number of seats, and accepts students through a competitive entry process. Applicants must have completed the following requirements:

- B.C. Secondary School graduation or equivalent
- English 12 with a B or better (see Note 3) Prerequisites for English 105, Communications 125 or Communications 155
- One of Principles of Math 12, Foundations of Math 12, or Precalculus 12 with a C+ grade or higher Prerequisites for Statistics 104 or Statistics 106
- Two of: Biology, Chemistry, or Physics 12 with a C+ or better One of Biology 12, Chemistry 12 or Physics 12 with a minimum C+ grade (See Note 23)
- Physical Education 11 and/or 12 with a B or better; or, alternatively, participation in a varsity sport at senior secondary level, or on a B.C. Summer or Winter Games team, or on a provincial or national team Physical Education 11/12 recommended (See Note 34)

Note 1: Students who are upgrading to meet entrance requirements must provide proof of upgrading to OReg at the time of application.

~~Note 2: Students should be aware that they will be required to meet the prerequisites for a first-year English or Communications course. These prerequisites are listed under the course description in the calendar. Students who do not have the required courses or grades should plan to write the Composition Placement test prior to registration. English 12 equivalent courses include English 12 First Peoples, English Literature 12, AP English, and IB English A (standard level or higher).~~

~~Note 23: English 12 equivalent courses include English 12 First Peoples, English Literature 12, AP English, and IB English A (standard level or higher level). Students following the Exercise Science Option will need to meet the prerequisite for Biology 111.~~

~~Note 34: For students that are following the Pedagogy Option please note that it is highly recommended that you take PE 11 and/or PE 12; or demonstrate athletic or recreational physical activity.~~

**Table 2 – Option 2 – University Entrance**

| Current Entrance Requirement              | Recommendation                                                                   | Rationale                                                                                                                     |
|-------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| KIN 161, 163, 170 with a minimum C+ grade | One of KIN 163 or KIN 170 with a C+ or better                                    | 1. Can be difficult to register in these specific 3 KIN courses because of late registration date (Qualifying Studies status) |
| Three credits of university level         | Completion of English 105/ CMNS <del>100-125</del> <u>or 155 level or higher</u> | 1. This meets the minimum entry requirement and satisfies the literacy breadth requirement in the                             |

|                                           |                                                                                                                   |                                                                                                                                                                                      |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English or Communications                 | <del>course</del> OR meets the prerequisites of English 105 or CMNS 125 or CMNS 155 <del>or level or higher</del> | degree program, <u>and allows for a writing component with the specific communications courses listed-</u>                                                                           |
| An additional 16 university level credits | An additional 12 university level credits                                                                         | 1. Allows us to capture more students who have possibly only completed a few university level courses.                                                                               |
| Overall GPA of 2.65 minimum               | Overall GPA of 2.33                                                                                               | 1. Ensures student success by allowing both higher quality students and those that will be successful.<br>2. Consistent with other institutional second year entry GPA requirements. |

Option 2: ~~Second year entry from university~~ University Entrance

In order to be admitted to the second year of the Bachelor of Kinesiology degree program, applicants must have completed the following requirements:

~~KPE 170 (or equivalent) with a C+ or better~~ One of KIN 163 or KIN 170 with a C+ or better

~~KPE 161 with a C+ or better~~ Has completed or meets the prerequisites for English 105, Communications 125 or Communications 155

~~← KPE 163 with a C+ or better~~ Meets the prerequisites for Statistics 104 or Statistics 106 OR has completed Statistics 104, Statistics 106 or Psychology 110

~~Three credits of a university level English or Communications course~~ An additional 12 university level credits (either KIN or non-KIN)

~~An additional 16 university level credits (either KPE or non-KPE)~~

~~An overall GPA of 2.65 or better on all required courses~~ An overall GPA of 2.33

**NEW OPTION 3 – DEPARTMENT DISCRETIONARY ADMISSION (to be added to calendar)**

## Option 3 - Departmental Discretionary Admission

The Department of Kinesiology will ~~also~~ consider applicants with relevant experience; even though they may not possess the required GPA, course grades, or course currency necessary for entry into the degree program. Students may be required to complete one or more lower level courses to satisfy any course deficiencies, including meeting the language proficiency requirements. The Department of Kinesiology will exercise its discretion in such cases with respect to acceptance into the program.

*Note: Students ~~applying under this category should~~ must contact the Department of Kinesiology for further information regarding eligibility ~~to apply under this option~~ and a written statement of permission to apply under this option.*

\*Please note just for reference (not to be included in calendar): this committee will consist of three members including the current department head, Kinesiology program advisor and the Chair of the KIN Curriculum Committee. A set of operational procedures will be developed to specify the application and eligibility of students who may possibly apply under this option.

**ADDITIONAL CALENDAR CHANGES:****BASIS FOR ADMISSION SECTION**~~Direct entry from high school~~ High School Entry

~~There are a limited number of seats available in the Bachelor of Kinesiology degree program. Acceptance into the Kinesiology program will be determined through a first-come first-serve basis, assuming entrance requirements are met. 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 application fee have been submitted.~~

~~Acceptance into the Kinesiology and Physical Education program will be determined through a competitive process that evaluates the following:~~

~~a. High school GPA on the required courses for application~~

~~b. A 500-1000 word essay that addresses the following:~~

- ~~• Why are you interested in a career in Kinesiology or Physical Education?~~
- ~~• What have you done to prepare for university?~~
- ~~• Why are you uniquely suited to our program?~~

~~c. a mandatory interview normally scheduled in March or April.~~

~~Second year entry from university~~ University Entrance

There are a limited number of seats available in the Bachelor of Kinesiology degree program. Acceptance into the Kinesiology program will be determined through a competitive process that evaluates GPA on the required courses for application **and** overall GPA.

Acceptance into the Kinesiology and Physical Education program will be determined through a competitive process that evaluates the following:

a. GPA on the required courses for application

b. Overall GPA

#### **COURSE REPETITION SECTION**

Students may not register for a course more than twice. A maximum of five course repetitions are permitted. A maximum of 6 upper level repeats are permitted. Where a course has been repeated, only the higher grade is counted in the GPA calculation.



## MEMO

To: Rod McLeod, UEC chair

From: Ian Affleck, Program Working Group chair

CC: Amanda Grimson, Sylvie Murray, Program Development Coordinator

Date: March 11, 2016

Re: Minor in Applied Statistics

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Please find attached the Minor in Applied Statistics draft proposal, appendices, and calendar copy for review at UEC.

Changes recommended by the UEC Screening Subcommittee on March 9, 2016 have been addressed in the attached response document, and as necessary, are reflected in the proposal and calendar copy.

**Note:** The proposal and additional documents are available in S:\Groups\UEC\2016-03-18... and in the shared UEC Dropbox folder.

### **Program summary:**

The minor in Applied Statistics is designed for students whose primary specialization is in a field where a strong working knowledge of applied statistics is required or beneficial for employment or further studies. It will allow entry from varying mathematical backgrounds (for instance, it does not require a calculus course), and will provide students with basic competence in the applied statistical modeling and analysis techniques needed in modern business, industry, policy research and other careers.

### **Board approval:**

This program was approved for development by the UFV Board of Governors as part of the 2011-2015 Education Plan and subsequent updates. See [2011-2015](#) p. 22/96, [2012 Update](#) p. 43/138 and [2014 Update](#) p. 52/59.

### **Memo for Program Changes**

**To:** Dr. Tracy Ryder Glass  
Dean, Faculty of Professional Studies  
Professional Studies Faculty Council

**From:** Dr. Kenneth D. Gariepy  
Department Head, Library & Information Technology

**Date:** Dec. 2, 2015

**Subject:** Major program changes - Library & Information Technology Diploma

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

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

2. Rationale for change(s):

**The Department proposes the following major changes to the Diploma Program. All other changes indicated in the proposed revision of the calendar copy are editorial.**

**1. Adopting an Open Admission Policy**

Currently, admission to the Program is competitive. Applicants are assessed through a personal interview and a formal, written assessment of microcomputer skills, aptitude for library work, and attitudes about topics such as technology and technological change. However, on the whole, the results of the admissions tests have failed to reliably predict student success in the Program. For this reason, in order to operationalize UFV's open access mandate, and in order to help maintain healthy enrollment, the Dept. has admitted every applicant since the Fall 2013 semester. The proposed changes will officialize the current practice of open enrollment.

The addition of the phrase "until the program is full" in the "Basis for Admission Decision" section is intended to generate a sense of urgency among applicants who understand that open enrollment guarantees their admission but who might, as a result, delay their application to the Program. "Full" is defined as 72 students, which represents total

possible enrollment in LIBT 100 (36 students) and LIBT 115 (36 students). These are the required, foundational courses that are pre-requisites for other required courses.

**2. Clarifying the Departmental Program Continuance Policy**

The Department's continuance policy operates in tandem with the University's continuance policy. However, the Dept.'s policy does not specify the circumstances in which a student might be removed from the Program due to a cumulative and/or semester GPA that falls below 2.00. The proposed revision of the last sentence in the "Undergraduate Continuance" section specifies that "students whose cumulative and/or semester GPA falls below 2.00 for two consecutive semesters may be required to withdraw from the program."

**3. Changing the CIS course requirement from CIS 100 to CIS 110/BUS 160**

Currently, students are required to complete CIS 100 - Introduction to Computer Information Systems (3 credits). However, the Dept. is of the view that most students applying to the Program already have the skills necessary to meet the course objectives. In order to better prepare students to meet the competencies stipulated in the Canadian Library Association's (2011) *Guidelines for the Education of Library Technicians*, especially those related to "technology skills," (p. 5), LibIT proposes to change the requirement to CIS 110/BUS 160 - Computerized Business Applications and MIS (3 credits). The course's objectives are better aligned with the *Guidelines* and what the Dept. knows about employers' current demands for business-related microcomputer skills.

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?

**Editorial changes to the third paragraph of the opening section of the calendar copy are intended to convey that English is not necessarily the language in which publicly funded libraries in Canada conduct business. The intent is to potentially attract more international and Indigenous students to the Library & Information Technology Diploma Program.**

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?

**See (2) and (4) above.**

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

**N/A**

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

**Changing the requirement from CIS 100 to CIS 110/BUS 160 will shift LibIT Diploma student enrollments from one course to the other.**

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.

## **Academic Calendar Winter/Summer 2016**

### **Library and Information Technology**

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

#### **Library and Information Technology diploma**

The Library and Information Technology diploma program prepares graduates ~~to for~~ work in a wide range of ~~libraries and other~~ information centres ~~and libraries~~. The ~~is~~ program is recognized by the [Canadian Library Association](#) (CLA) and was developed according to ~~its~~ CLA's *Guidelines for the Education of Library Technicians*. ~~In the workplace, d~~ Diploma graduates are usually ~~designated-classified as~~ library technicians ~~or library assistants~~. They ~~and~~ often work under the ~~direction-direct supervision of an information specialist such as a~~ professional librarian, ~~archivist~~, or ~~a~~ more senior library technician. Library technicians ~~sometimes are qualified to~~ supervise the work of clerical staff and other library technicians.

The ~~diploma~~ program includes technical courses and computer labs that help students to develop the ~~complex~~ skills necessary ~~to for~~ work in ~~today's libraries and~~ information centres ~~and libraries~~. Students graduate with a Diploma in Library and Information Technology and may choose to complete an additional, ~~six credit~~ concentration in ~~Systems Technology~~, Systems Technology, Youth Services, or Records Management.

The most effective library ~~technicians and information centre employees~~ are interested in both books and non-print materials, ~~especially -such as~~ electronic resources accessed via ~~licensed databases and~~ the Internet. They are ~~interested-committed to in~~ serving the ~~information~~ needs of ~~people-customers, clients, and patrons~~ who seek accurate and timely ~~resources-information~~ for ~~any career, professional, educational or recreational purposes~~ [KDG1]. It is essential that ~~they~~ technicians possess ~~a-excellent interpersonal, communications, road-basis-of general knowledge, an extensive vocabulary, competence in the use of the English language, excellent interpersonal and communication skills, excellent computer, and information management skills-and that they also be detail oriented~~. In addition, ~~library technicians-they~~ must have an ongoing interest in ~~developing customer service and technology-related skills in order to keep up with changes in the industry and to help further their careers. lifelong learning for personal and on-the-job growth and development~~ [KDG2]

#### **Employment prospects**

~~The importance and the challenges of M~~managing information, ~~and human~~ knowledge, ~~and the cultural record~~ is ~~becoming~~ increasingly important as ~~publicly funded libraries continue to be heavily used and the emphasis on volume and diversity of~~ electronic information expands ~~in the knowledge-driven economy at an unprecedented rate~~. Over 96% of program graduates secure employment within the first 8 months of graduation in diverse areas, performing a wide range of tasks. Graduates find employment in public, academic, school, and special libraries as well as in ~~non-profits, government departments, businesses, archives, museums, and other settings where~~

both technical and people skills are required to organize, preserve, and provide access to print and digital media.<sup>[KDG3]</sup>

### **Entrance requirements**

1. B.C. secondary school graduation or equivalent. (If applying as a "mature student" without high school graduation, attach a 250-500 word letter describing your interest, qualifications, and/or experience.)

2. Meet the prerequisites for [ENGL 105](#).

~~3. Program suitability as determined through a personal interview and assessment. Applicants will be accepted based on a ranking of those who provide the best evidence that they are prepared to successfully undertake the rigorous program requirements.~~

~~Applicants will be assessed on the following:~~

~~A. Interest in and motivation toward a career in a library, archives or other information centre (up to 10 points)~~

~~B. Aptitude for work in a library, archives or other information centre (up to 20 points)~~

~~C. Oral communication skills including comprehension, vocabulary, grammar (up to 10 points)~~

~~D. Written communication skills including grammar, punctuation, spelling (up to 10 points)~~

~~E. Evidence of ability to handle course work (as shown by transcript of grades achieved in the last two years of academic study) (up to 10 points)~~

~~Points for ability to handle course work are based on high school and/or post secondary transcripts and will be assigned as follows:~~

| Grade | GPA  | Points awarded |
|-------|------|----------------|
| A+    | 4.33 | 10             |
| A     | 4.00 | 9              |
| A-    | 3.67 | 8              |
| B+    | 3.33 | 7              |
| B     | 3.00 | 6              |
| B-    | 2.67 | 5              |
| C+    | 2.33 | 4              |
| C     | 2.00 | 3              |
| C-    | 1.67 | 2              |
| D     | 1.00 | 1              |

~~Applicants must score 40/60 for acceptance.~~ [KDG4]

34. All Applicants must be willing and able to uphold the [Canadian Library Association Position Statement on Intellectual Freedom](#).

~~Applicants~~ ~~Students~~ who do not meet these requirements ~~might can apply to consider~~ [Qualifying Studies](#). ~~Applicants must meet the requirements for Qualifying Studies.~~ [KDG5]

## **When to apply**

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

## **How to apply**

1. Apply online at [ufv.ca/admissions/admissions/apply](http://ufv.ca/admissions/admissions/apply).

Additional documents required for a complete application:

~~a.~~ Proof of B.C. secondary school graduation or equivalent.

~~b.~~ Transcript(s) ~~(or interim transcript)~~ showing grade/course achievement, as per entrance requirements.

~~c.~~ If ~~you are~~ applying ~~to enter the program~~ as a "mature" student ~~who is~~ without B.C. secondary school graduation or equivalent, ~~please~~ attach a 250-500 word letter (~~250-500 words~~) describing your interest, experience, and any previously completed qualifications ~~infor~~ library and/or information technology work (e.g., rural library training program, foreign credentials);

[KDG6] ~~d.~~ Applicants who have completed post-secondary courses ~~from in~~ other recognized institutions must submit official transcripts from those institutions. ~~T~~ (to be considered official, transcripts must be sent directly to UFV from the originating institution. ~~S~~; see the [Transfer Credit](#) section for details).

~~e.~~ Evidence that ~~you applicant~~ meets the prerequisites for [ENGL 105](#) (e.g., CPT score or detailed information about on how ~~you have achieved~~ the equivalency was achieved).

~~2. Once your application is received and reviewed, you might be contacted to arrange an interview.~~

~~3. Upon admission to the program, you students will receive be provided with~~ registration information. A deposit is required prior to registration (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.

~~In cases where interim transcripts are submitted, an A~~ admissions decisions ~~may will~~ be ~~made~~ conditional ~~upon until completion of~~ academic requirements are complete and final, official transcripts are received by the Department.

### **Basis for admission decision**

Applicants who meet the entrance requirements will be admitted in order of their application date, until the program is full<sup>[KDG7]</sup>. The application ~~is~~ date is set when the application, all required documentation, and the application fee have been submitted.

~~Students who wish to explore library and information technology or do not meet the program requirements might consider Qualifying Studies.~~

~~If the program is full, or you are waiting to find out about your admission to the program, you will be given an opportunity to register as a Library and Information Technology Studies student. If you meet the entrance requirements and a space becomes available later, you will be contacted.~~<sup>[KDG8]</sup>

### **Criminal Record Check**

In accordance with the *Criminal Records Review Act*, completion of a BC Criminal Record Check – Children and Vulnerable Adults through the Ministry of Justice is required before students can complete LIBT 230 or a practicum in LIBT 265. For clarification and more details, please visit the Criminal Records Review Program website.<sup>[KDG9]</sup>

### **Fees and additional costs**

See the Fees and Other Costs section. Textbook costs range between approximately \$50 and \$250 per course. In addition, in LIBT 162 and LIBT 266, which include field trips and practicums, students will incur costs for transportation and meals.

Please contact ~~the~~ Financial Aid and Awards ~~department in the Student Services~~ office if you require information about student loans, grants, bursaries, and scholarships~~and work/study opportunities~~.<sup>[KDG10]</sup>

### **Keyboarding proficiency requirements**

~~Because Since most some information centres and library systems libraries~~ require demonstrated competence in keyboarding skills as a condition of hiring, in order to graduate, students must provide proof of their ability to keyboard touch type at a minimum speed of 45 words per minute. The ~~D~~department provides students with online resources that assist with ~~enable them to~~ practice and that test and -document demonstrate touch typing ability~~keyboarding mastery~~. Applicants who cannot touch type ~~have had no experience using a keyboard~~ will benefit from taking a keyboarding typing or word processing course through Continuing<sup>[KDG11]</sup> Education ~~or another agency~~ as early soon as possible before beginning the program.<sup>[KDG12]</sup>

### **Workload and ~~classroom~~ expectations** [KDG13]

All Library and Information Technology courses (LIBT) are taught ~~online or face-to-face on~~ at the Abbotsford campus ~~or online~~. The program may be completed through either full- or part-time studies. Typically, full-time students at UFV carry a workload of five courses per semester. All students should be prepared for a heavy course of study, with assignments due on a weekly basis. Students are expected to attend all face-to-face classes and to participate effectively in classroom and online learning activities. [KDG14]

For each hour spent in class, students can expect to spend an average of two hours ~~in~~ out-of-class work. Most courses require extensive use of the UFV library, computer labs, and/or personal computers for ~~completing preparing weekly~~ assignments, which ~~tend are mostly to be~~ practical in nature. Courses ~~in this~~ within the program also emphasize the development of excellent oral and written communication skills. All written assignments must be word processed. ~~Computers in the LibIT Resource Room and in computer labs~~ across ~~throughout~~ UFV campuses are available for student use ~~by program students~~.

### **Undergraduate continuance**

Students enrolled in undergraduate courses (courses numbered 100 or above) must maintain an undergraduate Cumulative Grade Point Average (CGPA) of at least 2.00 to remain enrolled in Good Academic Standing at UFV. Students in Good Academic Standing will have no registration limits placed on them. Failure to meet the minimum CGPA requirement will result in restrictions on registration and may eventually lead to academic suspension from undergraduate studies at UFV. Students on Academic Warning or Academic Probation are limited to registering in 10 credits. For further details, see the [Undergraduate Continuance section](#) of the academic calendar. Academic standing is governed by UFV's [Undergraduate Continuance policy \(92\)](#).

To continue in the Library and Information Technology Diploma program, students must also maintain a minimum semester GPA of 2.00 (a C grade) in addition to a CGPA of 2.00. Students whose cumulative and/or semester GPA falls below 2.00 during their program are subject to ~~program~~ Departmental academic warning. Students whose cumulative and/or semester GPA falls below 2.00 for more than two consecutive semesters may be required to withdraw and/or removal from the program. [KDG15]

Students must have a minimum CGPA of 2.00 to receive the diploma.

### **Grading**

To demonstrate mastery of course material, program students must achieve a C or higher in all LIBT courses. Students who receive a grade below C must retake the course. A course may not be taken more than twice.

## Prior Learning Assessment and Recognition (PLAR)

The LibIT department recognizes that knowledge and skills are acquired through both formal and informal learning. Please see the [PLAR](#) section for more information.

### Program length outline [KDG16]

Students may take up to five years to complete the program.

~~The curriculum for the Library and Information Technology diploma program consists of a combination of academic and applied courses. Full-time students will normally complete the 60-credit program in extending over two years for full-time students. Part-time students who enrol in the program on a part-time basis will typically extend this program over require three to five years for completion. Students taking intending to complete the program entirely online courses to complete the program are advised that timetable constraints may mean that it will take up to five years to complete the diploma program.~~

~~Those Full-time students~~ who begin the program in the Winter or Summer ~~semesters terms~~ may not be able to complete the ~~program in diploma~~ in ~~the traditional~~ two years because some courses are only offered once per year. However, this situation may vary, depending upon ~~the~~ course offerings in a given year.

If credit for some of the required arts/sciences or applied courses ~~has~~ been completed at UFV or can be transferred from other post-secondary institutions, students may have a lighter course load, or take additional courses of their choice.

### Program requirements

~~At least 25% of credits required for the Library and Information Technology diploma must be completed at UFV.~~

The Library and Information Technology program consists of a combination of 20 applied and academic courses (60 credits) ~~20 courses. Students may take up to five years to complete the program.~~

**Students in all diploma options are required to take the following 18 courses:**

| Course   | Title                                | Credits |
|----------|--------------------------------------|---------|
| LIBT 100 | Introduction to Information Services | 3       |
| LIBT 115 | Descriptive Cataloguing Techniques   | 3       |
| LIBT 120 | Introduction to Technical Services   | 3       |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                            |    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|----|
| LIBT 130                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Introduction to Classification Systems                                                                                     | 3  |
| LIBT 135                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Introduction to Subject Analysis                                                                                           | 3  |
| LIBT 140                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Introduction to Reference Services                                                                                         | 3  |
| LIBT 145                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Internet Information Retrieval                                                                                             | 3  |
| LIBT 162                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Work Place Site Visits                                                                                                     | 3  |
| LIBT 200                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Information and Society                                                                                                    | 3  |
| LIBT 205                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Supervision in Information Centres                                                                                         | 3  |
| LIBT 220                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Database Management and Software Implementation                                                                            | 3  |
| LIBT 240                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Media in Information Centres                                                                                               | 3  |
| LIBT 266                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Practicum/Capstone Project                                                                                                 | 3  |
| LIBT elective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | One non-core LIBT course (e.g. LIBT 230, 235, 250, 270, 280, 310, 345)                                                     | 3  |
| CIS 110/BUS 160                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <a href="#">Introduction to Computer Information Systems</a><br><a href="#">Computerized Business Applications and MIS</a> | 3  |
| CIS 145                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Web Publishing                                                                                                             | 3  |
| <b>Plus the following:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                            |    |
| Any university-level English or Communications course with a significant writing component chosen in consultation with program advisors (e.g. ENGL 105, CMNS 125)                                                                                                                                                                                                                                                                                                                                       |                                                                                                                            | 3  |
| Any university-level course with significant content in general or specific aspects of <b>Canadian</b> history, geography or culture including but not limited to courses in anthropology, geography, sociology, etc. chosen in consultation with program advisors (e.g. HIST 101, GEOG 130); or any university-level course with significant <b>Canadian</b> political, economic, legal, criminological or governmental content chosen in consultation with program advisors (e.g. POSC 110, CRIM 103) |                                                                                                                            | 3  |
| Total                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                            | 54 |

In addition to the 18 required courses, students must successfully complete two additional courses chosen from LIBT or other university-level course offerings. These courses will be chosen according to each student's career goals.

For specialization, students can select one of three concentrations.

Library and Information Technology diploma, no concentration

Students graduating with the diploma will be equipped to work in a variety of information centres and libraries depending upon the electives they have chosen.

| Course                             | Title                                                                                                                               | Credits |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|---------|
| Required 18 courses (listed above) |                                                                                                                                     | 54      |
| LIBT or UL elective                | Any LIBT or university-level course chosen in consultation with program advisors. LIBT electives: 230, 235, 250, 270, 280, 310, 345 | 3-4     |
| LIBT or UL elective                | Any LIBT or university-level course chosen in consultation with program advisors. LIBT electives: 230, 235, 250, 270, 280, 310, 345 | 3-4     |
| Total                              |                                                                                                                                     | 60-62   |

Systems Technology concentration

This concentration allows students to specialize in the organization and provision of information using computer systems. Graduates of this concentration will be qualified to work as library technicians with additional responsibilities for supervising the operation of computers and computer networks.

| Course                             | Title                      | Credits |
|------------------------------------|----------------------------|---------|
| Required 18 courses (listed above) |                            | 54      |
| CIS 190                            | Systems Hardware Concepts  | 4       |
| CIS 192                            | Introduction to Networking | 4       |
| Total                              |                            | 62      |

Records Management concentration

This concentration prepares students for additional responsibilities of maintaining records, documents, and archives of any organization. Graduates of this concentration will be qualified to work as library technicians and with additional responsibilities for maintaining the records and archives of an organization.

| <b>Course</b>                      | <b>Title</b>        | <b>Credits</b> |
|------------------------------------|---------------------|----------------|
| Required 18 courses (listed above) |                     | 54             |
| LIBT 250                           | Records Management  | 3              |
| LIBT 270                           | Archival Techniques | 3              |
| Total                              |                     | 60             |

#### Youth Services concentration

This concentration prepares students for work as library technicians with a specialized understanding of information services for youth. Graduates of this concentration will be qualified to work as library technicians with additional responsibilities for working with children and young adults.

| <b>Course</b>                      | <b>Title</b>                          | <b>Credits</b> |
|------------------------------------|---------------------------------------|----------------|
| Required 18 courses (listed above) |                                       | 54             |
| LIBT 230                           | Information Services for Children     | 3              |
| LIBT 235                           | Information Services for Young Adults | 3              |
| Total                              |                                       | 60             |

#### **Co-operative Education option**

Students have the option of participating in Co-operative Education by alternating course studies with two paid work terms at jobs related to their field of study. Students must apply to the Co-op program through the Career Centre. Students must be enrolled in full-time studies (at least 9 credit hours) and have a GPA of at least 2.33. Students receive 6 credits for each placement. ~~Thus, s~~Students will graduate with up to an additional 12 credits ~~in for~~ the Library and Information Technology Diploma with ~~the a~~ Co-op option.

Co-operative Education formally integrates a student's academic studies with relevant and productive paid work experience with employers in business, industry, government, and the non-profit sector. Co-op students gain skills and experience that prepare them for the job market and give them improved employment opportunities upon graduation. See the [Co-op](#) section for more information.

#### **Residency Requirement**

At least 25% of credits required for the Library and Information Technology diploma must be completed at UFV. [KDG17]

### **Course listings**

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

[Return to main Library and Information Technology page](#)

**To: UEC**  
**From: Samantha Pattridge, Chair of Curriculum Quality Subcommittee**  
**Date: February 23, 2016**  
**RE: Guiding Principles for Curriculum**

UEC has approved a draft set of curriculum principles. The draft was reviewed once more by the Curriculum Quality Subcommittee to determine what further information would be necessary for university-wide consultation.

The subcommittee decided that the principles should be embedded in a handbook that explains each principle fully and provides examples and guiding questions. It delegated a small working group to complete this task. In working more closely with the principles, the working group quickly identified areas of overlap and redundancy and further refined the list down to six core principles that apply to both program and course curriculum.

The UEC Curriculum Quality subcommittee has approved the attached principles handbook containing the six principles. The subcommittee is asking UEC's approval of the principles in the new format, and that we be permitted to seek feedback from faculty councils as our next step in the consultation process.

Below is an explanation of how the original principles, already approved by UEC, are contained within the new handbook.

Program curriculum should be:

| <b>Original Curriculum Principle</b>                                                                                                                                                                                         | <b>Handbook Combined Principles</b>                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Reflective of UFV's identity and core values as expressed in its Strategic Plan, Education Plan, Strategic Enrolment Management Plan, and Institutional Learning Outcomes.</li></ul> | Moved to core principles                                                                        |
| <ul style="list-style-type: none"><li>• Aligned – Course outcomes, activities, and assessment are aligned to program outcomes, and program outcomes are aligned to ILOs.</li></ul>                                           | Section 1: Outcome-driven and aligned and Section 2: Intentionally designed to meet its purpose |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Learner centred – Curriculum should be holistic and relational, it should consider the whole person, and it should address concepts such as citizenship and personal growth.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                               | <p>Section 5: Flexible – Curriculum provides varied modes of delivery, recognition of prior and alternative learning experiences, and multiple program pathways.</p>                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>• Learning centred – The focus should be on authentic learning rather than on instruction.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Section 5: Flexible – Curriculum provides varied modes of delivery, recognition of prior and alternative learning experiences, and multiple program pathways.</p>                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>• Accessible, in that it               <ul style="list-style-type: none"> <li>o Respects and honours people's differing backgrounds, cultures, abilities, and experiences so they are not barriers to success, but are a foundation and support for each student's success. This reflects UFV's commitment to internationalization, indigenization, and access.</li> <li>o Provides admission and transfer options that will enable student success in the program.</li> <li>o Ensures courses are offered frequently enough to allow timely student completion.</li> </ul> </li> </ul> | <p>Section 6: Inclusive – The curriculum respects and honours people's differing backgrounds, cultures, abilities, and experiences so they are not barriers to success, but are a foundation and support for each student's success. This reflects UFV's commitment to internationalization, Indigenization, and access.</p> |
| <ul style="list-style-type: none"> <li>• Flexible, in that it provides               <ul style="list-style-type: none"> <li>o Options for PLAR and alternative learning experiences such as Study Abroad, internships, and co-op.</li> <li>o Flexible and transparent pathways through course plans to facilitate completion.</li> <li>o Careful consideration of prerequisites to ensure student success rather than present unnecessary barriers.</li> </ul> </li> </ul>                                                                                                                                                     | <p>Section 5: Flexible – Curriculum provides varied modes of delivery, recognition of prior and alternative learning experiences, and multiple program pathways.</p>                                                                                                                                                         |

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| <ul style="list-style-type: none"> <li>Connected to extra-curricular experiences – Curriculum is intentionally designed to make evident to students connections between their learning and other experiences.</li> </ul>                                                | Section 4: Connected to extra-curricular experiences, acknowledging students' civic and personal obligations and growth as central to their learning |
| <ul style="list-style-type: none"> <li>Progressive and scaffolded – Courses in a program build on or complement one another and increase in complexity from one level to the next.</li> </ul>                                                                           | Section 1: Outcome-driven, aligned, and intentionally designed to meet its purpose                                                                   |
| <ul style="list-style-type: none"> <li>Meeting the rigour and credential-level standards recognized by the ministry and by professions and industry, and striving for excellence.</li> </ul>                                                                            | Section 2: Rigorous, meeting credential-level standards recognized by the ministry and by professions and industry, and striving for excellence.     |
| <ul style="list-style-type: none"> <li>Current, relevant, and forward-thinking, in that programs <ul style="list-style-type: none"> <li>Adapt to the newest research, technical tools, and trends.</li> <li>Connect to professional communities.</li> </ul> </li> </ul> | Section 3: Current, relevant, and forward-thinking                                                                                                   |
| <ul style="list-style-type: none"> <li>Creative and innovate in anticipating students' future needs.</li> </ul>                                                                                                                                                         | Sections 3 and 5                                                                                                                                     |
| <ul style="list-style-type: none"> <li>Fostering lifelong learning.</li> </ul>                                                                                                                                                                                          | Sections 3 and 5                                                                                                                                     |

**\*\*As we worked with the original principles, we quickly realized that the course principles were subsumed within the program principles. Instead of repeating and causing confusion, we added examples and guiding questions for each principle at both the program and the course level.**

Course curriculum, when considering the course as a stand-alone unit, should be:

- Outcome-driven – Course outcomes should be clearly articulated and should inform the course design.
- Intentional and aligned – Activities and assessments are scaffolded and clearly lead to achievement of the course outcomes.
- Learning centered – A course should allow for multiple means of expression, representation, and engagement (multimodal). A course should have three levels of interaction – between student and professor, student and student, and student and content. Finally, it should use authentic assessment.

- Flexible – Courses should allow for student choices in areas such as due dates, types of assessment, weighting, etc. where possible.
- Accessible – A course should be designed to be offered normally at least every other year.
- Current, relevant, and forward-thinking.
- Creative and innovative in content and delivery.
- Acceptable to meet external/professional standards when relevant.

DRAFT

## Handbook to Accompany Guiding Principles for Curriculum Quality

This handbook provides further clarification and examples to accompany the Guiding Principles for Curriculum Quality.

### Core Values:

A student's education is a holistic journey that encompasses in-class and out-of-class experiences. Good curriculum acknowledges and fosters these connections as we prepare students to meet their goals.

In general, curriculum at UFV is:

- reflective of our identity and strategic priorities as expressed in UFV's Strategic Plan, Education Plan, SEM Plan, Institutional Learning Outcomes, and commitment to Indigenizing the Academy;
- intentional, in that it is designed with care to meet the criteria listed below; and
- continually improving and adapting to changing contexts.

### 1. Outcome-driven, aligned, and intentionally designed to achieve its purpose

Good curriculum is more than a disparate collection of courses or learning activities with no clear purpose, connection or logical progression among its elements. As Grant Wiggins and Jay McTighe wrote, "We need to think of unit design work as the intellectual equivalent of a GPS device in our car: by identifying a specific learning destination first, we are able to see the instructional path most likely to get us there."<sup>1</sup>

Program areas should identify Program Learning Outcomes, then interrogate how they match with the Institutional Learning Outcomes. Answer the question *what will a graduate of this program be able to do (knowledge, skills, abilities)?* Then verify that the program outcomes meet the ILOs. A program alignment map is typically used for this purpose.

Next, verify that the Program Learning Outcomes are met through the course outcomes and other educational activities of the program, e.g. Co-curricular activities, co-op, Study Abroad, etc. These are the core elements that every student going through the program will encounter. Ensure that the electives, if any, are also shown to have value in helping the students meet the program outcomes and ILOs.

Another element to consider is whether the components of your program or course are sequenced to achieve the intended purpose. Examples of areas or questions to examine in relation to intentional design are provided below.

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<sup>1</sup> *The Understanding by Design Guide to Creating High-Quality Units* (Alexandria, Virginia: ASCD, 2011), p. 7.

Once your course outcomes are clearly articulated, you're ready to turn to the design of the content of the course itself, including learning activities, supporting material, assessments, etc. Ensure that course content is designed to support learners in meeting the course and program outcomes; it should be chosen for that purpose only.

Guiding questions to ensure that *program outcomes are aligned to ILOs, and course outcomes, activities, and assessment are aligned to program outcomes.*

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|-----------------------------|
| <b>At the program level</b> |
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| <ul style="list-style-type: none"><li>• Do your program outcomes match with the ILOs?</li><li>• Do your course outcomes support your program outcomes?</li><li>• What does the course sequencing/mapping look like? What needs to be offered and when to allow for student program completion?</li></ul> |
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| <b>At the course level</b> |
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| <ul style="list-style-type: none"><li>• Do your course assessments measure your course outcomes?</li><li>• Do the course activities prepare the students for the assessments?</li></ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Resources: standard program maps (more than one)

What to look for to ensure that elements of curriculum are intentionally designed to meet the program's or course's purpose:

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|-----------------------------|
| <b>At the program level</b> |
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In a four-year degree where a level of specialization in a particular subject is expected, the subject is introduced to the students at the lower level. The upper level requires increases in complexity and sophistication of knowledge and skills built on the lower-level work.

- Are students provided in their lower-level courses with the tools (skills and knowledge) that they require to perform as expected at the upper-level?
- Do prerequisites facilitate the movement of students from one level to another without creating unnecessary barriers? Are the prerequisites about specific topics or general academic maturity?
- Are the requirements for admission to the program well aligned with the program content and requirements, and designed to ensure students' success in the program? An example of misalignment is a program admission requirement that is lower than a prerequisite for a core lower-level course in the program.
- Are students required to do the same work twice? A review of the program should ensure minimal repetition. Where foundational concepts are reiterated, they are approached from a different perspective, expanded, or examined in more detail.

Not all programs are vertically structured. A one-year certificate, for instance, may be constructed to provide a range of entry-level skills.

- Is there a capstone activity, practicum, or other opportunity toward the end of the program where students demonstrate that they've acquired these skills by applying them to a project?

A program may be designed to achieve an interdisciplinary specialization, for instance in Peace and Conflict Studies.

- Are there a few core courses in the program where the connections are made between the various disciplinary approaches to the study or practice of peace and conflict studies?

#### **At the course level**

- Are the activities designed so that students are comfortable with basic skills, such as how to summarize an author's argument, before asking them to complete a more complex task, such as to compare the view of two or more authors?

## **2. Rigorous, meeting credential-level standards recognized by the ministry and by professions and industry, and striving for excellence.**

Programs (and by extension course content) must adhere to standards articulated by bodies outside of UFV.

All degree-level programs (for instance, a major) must meet criteria set by the Ministry of Advanced Education. These are organized under six broad categories: 1. Depth and breadth of

knowledge; 2. Knowledge of methodologies and research; 3. Application of knowledge; 4. Communication skills; 5. Awareness of limits of knowledge and 6. Professional capacity/autonomy.

Several programs must also meet sets of skills and knowledge areas articulated by professional bodies. In some cases, a program content is closely monitored, even set, by the professional accrediting body (e.g., in social work and in the trades); in other cases, professional organizations articulate key competencies (e.g., team work) that we seek to include in our programs even if we don't formally seek accreditation. For instance, the recently-created Biochemistry major examined how teamwork is meaningfully incorporated in the program because it is one of the fundamental skills identified for practice in the field.

As with the elements of good curriculum design discussed thus far (outcome alignment and intentional design), reviewing from time to time how a program meets ministry and professional standards is good practice. In addition to when a new degree is created, this is done through regular program reviews and renewal of accreditation.

The goal should be more than simply meeting the standards, although in some cases the standards are very stringent; by "striving for the excellence" we recognize that good curriculum is always a process of continuous improvement.

Guiding questions:

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| <b>At the program level</b> |
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The Ministry's standard for *Professional Capacity / Autonomy* is described as: "Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: 1) the exercise of initiative, personal responsibility and accountability; 2) working effectively with others; and, 3) behavior consistent with academic integrity."

- How do graduates of your program show that they have acquired these qualities and skills upon graduation?

Accreditation bodies will set specific program requirements. For example, the Accreditation Standards of the Canadian Association for Social Work Education stipulate that, "The four-year BSW curriculum reflects a balance of general education (at least 40 percent) and professional education (at least 50 percent) and a field practicum of at least 700 hours" and the Industry Training Authority provides detailed curriculum material for our apprentice programs.

- What accreditation standards exist for your program?
- How is your program delivering or meeting the standards?
- If a program exceeds the discipline-specific standards and requirements, what is the rationale and potential negative impact on the program's breadth and flexibility for students?

#### **At the course level**

- Which course outcomes/courses support which accreditation standards for the program? (see Section 1 on alignment and mapping)

### **3. Current, relevant, and forward-looking**

Current and relevant curriculum considers recent scholarship and academic trends in the discipline or field. It is informed by a knowledge of the fields of professional practice that graduates of the program will enter. It connects what is taught in university to current issues, problems, and applications. Students are more likely to be interested in what they are learning, more motivated to learn new concepts and skills, and better prepared to succeed after graduation if their learning engages real-life contexts, equips them with practical and useful skills, and addresses topics that are relevant and applicable to their lives outside of school.

Curriculum is forward-looking if it anticipates changes in the academic, work, or community environment, such as changes to technology or professional practice. This may mean that program outcomes are designed to be adaptable to rapidly-changing environments and

technologies. Forecasts of future trends in the discipline or workplace should be consulted in developing program outcomes and in considering program changes.

**At the program level**

- Is the curriculum designed in response to and supported by recent scholarship in the field/discipline? Are the disciplinary tools and vocabulary you employ up-to-date?
- Does the program provide opportunities for learners to confront/solve current problems in the discipline/industry? E.g. special topics courses, practica.
- Do program outcomes emphasize skill development, metacognition, and critical thinking related to the discipline?
- Does the program area maintain connections with an industry/discipline-based program advisory group and consult with this group on curriculum? Is your program responding to recent developments in the field?
- In more general programs that lead to a variety of careers, relevancy can be achieved by consulting with employability skills resources, such as the Canadian government's or the Conference Board of Canada's publications.
- Do capstone and/or practicum courses address immediate industry situations/needs?

**At the course level**

- Are courses reviewed informally before their six-year date to see if changes are required to reflect a change in professional or disciplinary practice?
- Do courses include discipline or industry-specific problems/scenarios as examples and assignment prompts? Are connections with employers made for project work?
- Are current examples and case studies used where possible?
- Are you highlighting for your students the employability skills that they develop through their course work?

**4. Connected to extra-curricular experiences, acknowledging students' civic and personal obligations and growth as central to their learning**

Quality curriculum concerns itself with more than the life of the mind, or with professional or economic pursuit. It recognizes the student as a member of community and as a whole person, and emphasizes the value that extra-curricular experiences and obligations bring to learning.

Extracurricular experiences are activities that are not part of the academic curriculum but an integral part of a person's learning journey. Extra-curricular activities and obligations (such as one's participation in a club or event at UFV or in the community), enhance and bring relevancy to the curriculum, especially if explicitly connected to one's academic program. Specifically, they ask students to transfer and apply what they are learning in the classroom to another setting. This transfer of learning aids in building professional skills, creating fun and social

connections, honing time management skills, and exploring other interests. Combined with the program of study, these skills help the student to meet the ILOs and develop into a well-rounded and socially skilled graduate.

Extra-curricular experiences are often not assessed as part of a course grade or a program requirement. They can be recognized by UFV through the co-curricular record, or they can be included in a student's portfolio. Although students are not assessed or required to participate in such activities, a good curriculum developer will actively connect the curriculum to the applied experiences by creating opportunities and networks, raising students' awareness about what is available, and communicating the value of participating.

Similarly, honouring the student as a whole person is critical to creating effective learning. Finding ways in our program and course activities to allow students to make connections between their university experience and their personal life increases the applicability, and real-life meaning, of what they learn.

Examples of how the curriculum can be connected to extra-curricular experiences, including community and personal life:

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| <b>At the program level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>A student is paired with a local employer for the duration of their program. The student relies on this external relationship to test new ideas, practice skills, and complete a professional portfolio.</p> <ul style="list-style-type: none"> <li>• Are opportunities for practicum or internship placements built into the program?</li> <li>• Is an advisory committee of employers consulted in program design?</li> </ul>                              |
| <b>At the course level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>• Are students provided options to participate in research that leads to conferences or publication?</li> <li>• Are students encouraged to attend events hosted by the Indigenous Student Centre?</li> <li>• Do courses draw on examples and content from real workplaces or community organizations within the discipline?</li> <li>• Are students given opportunities to network with industry connections?</li> </ul> |

#### 5. Flexible – Curriculum provides varied modes of delivery, recognition of prior and alternative learning experiences, and multiple program pathways.

Building flexibility in the curriculum offers students choices to customize their learning experience to meet their long-term educational and professional goals. Flexibility is accomplished in at least three ways: modes of delivery that allow students to determine how, when, and where they wish to learn; multiple program pathways that cater to specific audiences and needs; and recognition of alternative, individualized learning.

Flexible curriculum is learner-centred. Maryellen Weimer (2012), author of *Learner-Centred Teaching*, describes learner-centred curriculum as engaging students in the hard work of learning, including explicit skill development, encouraging reflection about learning, giving students some control over the learning, and encouraging collaboration.<sup>2</sup> In short, learner-centred curriculum allows for and encourages flexibility of instruction and assessment so students take responsibility for and participate in their learning.

**At the program level**

Using technology to provide remote or online study allow students to combine work, study, and personal commitments. Evening and weekend course scheduling, as well as accelerated or part-time options, also serves different groups of learners.

- Would a person with different life commitments and background (shift worker, stay-at-home parent, professional) be able to complete the program?

Flexibility in a program is ensured through choice of electives and frequency of offerings (at least every two years).

- Can students choose options or topics that best relate to their interests and goals?
- Have options for prior learning to meet either admission or program requirements been built into the program?
- Could a student meet some program outcomes through a study abroad experience or student-generated activities?
- Are there options for transfer into and out of the program?
- In a cohort program in which courses are taken sequentially, is it possible for students to re-enter the program in the case of interruption?
- Does the program include opportunities for self-reflection on student learning through a capstone or reflective course, assignment, or project? Are opportunities for self-reflection built into the program in other ways?
- Do the program outcomes explicitly address skill development? Is collaboration encouraged in the program through the outcomes or the design?

<sup>2</sup> Weimer, M. (2012). Five characteristics of learner-centred teaching. *Faculty Focus: Higher Ed Teaching Strategies from Magna Publications*. Retrieved from <http://www.facultyfocus.com/articles/effective-teaching-strategies/five-characteristics-of-learner-centered-teaching/>

**At the course level**

- Are there options for different types of assignments to meet the same course learning outcomes (e.g., essay, poster, case study)?
- Does the course offer flexible assignment deadline choices for students?
- Is skill instruction embedded within the course content?
- Are students encouraged to reflect on the nature of their learning, either through specific assignments or class discussions?
- Are there opportunities for students to collaborate?
- Do course outcomes and assignments encourage students to work independently of the instructor and use critical thinking and problem solving skills?

6. Inclusive – The curriculum respects and honours people’s differing backgrounds, cultures, abilities, and experiences so they are not barriers to success, but are a foundation and support for each student’s success. This reflects UFV’s commitment to internationalization, Indigenization, and access.

Inclusive curriculum design considers the whole person and takes into account student backgrounds, social and emotional learning, differing abilities, and academic and social engagement to ensure accessibility for all.

One approach to writing inclusive curriculum is to consider the principles of Universal Design for Learning (UDL). UDL is based on a methodology that advocates providing information to students in multiple ways, allowing different options for students to express their understanding of the material, and increasing motivation to learn by empowering students. The flexibility that is fundamental to UDL can be used to assist all students as it removes many barriers to learning that can result from cultural differences, varying ability, learning preferences, work and home responsibilities, or other life events.

Similar to UDL is the inclusive curriculum design approach advocated by the UK higher education sector. “An inclusive curriculum design approach is one that takes into account students’ educational, cultural and social background and experience as well as the presence of any physical or sensory impairment and their mental well-being. It enables higher education institutions [...] to embed quality enhancement processes that ensure an *anticipatory* response to equality in learning and teaching.”<sup>3</sup> The critical concept in this approach, as in UDL, is that

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<sup>3</sup> Emphasis is ours. Morgan, H. and Houghton, A. (2011). Inclusive curriculum design in higher education: Considerations for effective practice across and within subject areas. Retrieved from [https://www.heacademy.ac.uk/resources/detail/inclusion/Disability/Inclusive\\_curriculum\\_design\\_in\\_higher\\_education](https://www.heacademy.ac.uk/resources/detail/inclusion/Disability/Inclusive_curriculum_design_in_higher_education)

actions to ensure inclusiveness and ultimately equity in access to education are most powerful when taken pro-actively, not in response, or in reaction, to a perceived deficiency.

In short, inclusivity requires the creation of learning environments (physical and virtual) that increase feelings of belonging and engagement. It is important that all students have the opportunity to feel engaged and to shape the learning as partners. It is equally important that students are encouraged to reach their potential and that no one is automatically disadvantaged by teaching practices or curriculum.<sup>4</sup>

**At the program level**

- Have you considered the background of the program students?
- Do program materials and content use gender or cultural neutral language?
- Have the social and emotional learning needs of the students been considered?
- Has consideration, adaptation, or alternatives for social or cultural barriers been made?
- Are there structural barriers that help or impede admission of specific groups of students? How can these be addressed?

**At the course level**

- What levels of learning readiness are in my classroom?
- Is there a variety of instruction methods so that students have more than one opportunity to understand course material?
- Do we take advantage of web-based course materials so that students can access resources for review and follow up class sessions?
- Is there a range of assessment methods?
- Are texts available in both print and digital format to ensure accessibility to the materials?

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<sup>4</sup> Hanesworth, P. (2015). Embedding equality and diversity in the curriculum: A model for learning and teaching practitioners. Higher Education Academy. Retrieved from <https://www.heacademy.ac.uk/resource/embedding-equality-and-diversity-curriculum-model-learning-and-teaching-practitioners-0>



## **Memorandum**

**To:** Board of Governors, Senate, APPC, UEC, and SBC

**From:** Eric Davis, Provost & Vice President, Academic

**Re:** **Suspension of intake for the Management Post Degree Certificate program**

**Date:** March 14, 2016

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For the reasons outlined in the attached memos, I have approved the suspension of intake for the Management Post Degree Certificate program, effective January 2017.

As per the Discontinuance Policy (222) guidelines on program suspension, the Management Post Degree Certificate program will be suspended for a maximum of two academic years.



**Office of Dean, Tracy Ryder Glass**  
**Faculty of Professional Studies**  
**Phone: 604-851-6341**  
**Email: Tracy.RyderGlass@ufv.ca**

## **Memo**

**To:** Eric Davis, Vice-President Academic and Provost

**From:** Tracy Ryder Glass, Dean – Faculty of Professional Studies

**CC:** Peter Geller, Associate Vice-President Academic and Vice-Provost  
Frank Ulbrich, Director, School of Business – Faculty of Professional Studies

**Re:** Recommendation to suspend intake of the Management Post Degree Certificate program (School of Business, Faculty of Professional Studies (FPS))

**Date:** March 10, 2016

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For the reasons as articulated in the attached memo, the School of Business (FPS) is requesting approval to temporarily suspend new student intake into the Management Post Degree Certificate (MPDC) program for a two year period commencing January 2017.

Consultations occurred in January of this year with both our admissions office and international office, including our Chandigarh programming. We confirm that the suspension of the new student intake into the MPDC will not affect admissions into the MPDC currently offered in Chandigarh. The effect on our current enrolment projections is neutral and this change will also be reflected in our 2017-2018 enrolment planning.

Consideration has also been given to currently enrolled students and the completion of their program. Many of the courses running in the MPDC intake year also run as BBA courses and students who are unsuccessful in these courses will have the opportunity to repeat/enroll in them. Those courses that are unique to the MPDC can be run as a directed studies course. However, given our current enrolment in the MPDC program, we do not anticipate any concerns around assisting students to complete their program.

We therefore respectfully request your approval in moving forward with this request to suspend MPDC admissions.

A handwritten signature in black ink, appearing to be "T. Ryder Glass".



# MEMO

**To:** Dr. Tracy Ryder Glass, Dean, Professional Studies

**From:** Dr. Frank Ulbrich, Director, School of Business

**CC:** Emily Major, Karen Power

**Date:** March 9, 2016

**Re:** Management Post Degree Certificate suspension

The School of Business is requesting temporary suspension of the intake of new students into the Management Post Degree Certificate (MPDC) as of January 2017. This request was not made lightly, and serious consideration was taken before moving forward to request temporary suspension of the intake of new students into the program.

The low enrolment for this program does not allow for students in the program to gain meaningful learning. The program was meant to be taken in a cohort, but due to the low enrolment students in the MPDC are forced to enrol in courses with other undergraduate students, since there is not enough demand to have their own section. Courses that are unique for the MPDC cannot be topped up with other students and operate at a loss.

Secondly, the students accepted into the MPDC are not the intended students for the program. Many of the students currently enrolled already have business degrees, therefore the courses in the MPDC do not add to the student's academic development.

At this time, the Management Post Degree certificate is operating at a loss. In order to do what is in the best interest of the students, and the School of Business, the program should temporarily suspend intake of new students as of January 2017.

|                       | Number of<br>Applications | Number Admitted<br>(Including cond.) | Number Enrolled |
|-----------------------|---------------------------|--------------------------------------|-----------------|
| <i>January 2014</i>   | 41                        | 16                                   | 10              |
| <i>September 2014</i> | 60                        | 9                                    | 5               |
| <i>January 2015</i>   | 58                        | 11                                   | 7               |
| <i>September 2015</i> | 65                        | 5                                    | 2               |
| <i>January 2016</i>   | 58                        | 13                                   | 8               |
| <i>Average:</i>       | 56.4                      | 10.8                                 | 6.4             |