



UNDERGRADUATE EDUCATION COMMITTEE (UEC)

April 22, 2016 - 10:00 AM

A225

AGENDA

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Page

#### 1. APPROVAL OF THE AGENDA

##### 1.1.

#### 2. APPROVAL OF UEC MINUTES

3 - 6

##### 2.1. UEC draft minutes: March 18, 2016

#### 3. COURSES AND PROGRAMS

7 - 26

##### 3.1. Arts: Course outlines

New course: ARTS 101, BA Portfolio I

New course: ARTS 201, BA Portfolio II

New course: ARTS 301, BA Portfolio III

New course: ARTS 401, BA Portfolio IV

MOTION: To approve the new ARTS courses as presented.

27 -

39

##### 3.2. Business: Course outlines

Changes including prerequisites: BUS 203

Discontinuation: BUS 206

Changes including title, credits, and total hours: BUS 226/ECON 226

Changes including prerequisites: BUS 227

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

40

##### 3.3. Kinesiology: Course changes

Change to course code: KPE to KIN

MOTION: To approve the change in principle of Kinesiology course listings from KPE to KIN, to be completed when all revised course outlines are submitted.

41 -

47

##### 3.4. Kinesiology: Program changes

Change to entrance requirements: Bachelor of Kinesiology

MOTION: To recommend approval of the changes to the Bachelor of

Page

Kinesiology entrance requirements as presented, effective January 2017.

48 -  
60

**3.5. Education: Course changes**

Discontinuation of EDUC cross-listing: EDUC 230/LIBT 230

Discontinuation of EDUC cross-listing: EDUC 275/FNST 275

Discontinuation of EDUC cross-listing: EDUC 323/HIST 323

Discontinuation of EDUC cross-listing: EDUC 333/SOC 333

Discontinuation of EDUC cross-listing: EDUC 362/PHIL 362

Discontinuation of EDUC cross-listing: EDUC 379/ENGL 379

Discontinuation of EDUC cross-listing: EDUC 433/SOC 433

MOTION: To formally recognize that the discipline code EDUC is designated for courses with the exclusive approval of the Teacher Education department.

MOTION: To approve the discontinuation of EDUC cross-listings as presented.

61 -  
74

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

Change to program requirements: Social Services diploma and Social Services diploma - First Nations option

**4. OTHER BUSINESS/DISCUSSION ITEMS**

75 -  
77

**4.1. Short Programs Subcommittee: Recommendations progress report**

**4.2. Admissions Subcommittee report**

**4.3. Curriculum Quality Subcommittee report**

**4.4. Transfer Credit Subcommittee report**

**4.5. Policy Subcommittee report**

**5. INFORMATION ITEMS**

**5.1. Minor course changes** (outlines will be available at  
[www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines))  
CIS 100

**6. ADJOURNMENT**



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

March 18, 2016  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Gurbir Brar, Sue Brigden, Heather Compeau, John English, Peter Geller, Shirley Hardman, Arlene Leon, Stan Manu, Rod McLeod, Sylvie Murray, Samantha Patridge, Eric Spalding, Maureen Wideman, Simon Xi  
**ABSENT:** Donna Alary, Maria Bos-Chan, Rhonda Colwell, Vlad Dvoracek, Nancy Goad, Jody Gordon, Steven Marsh, David McGuire, Kate McCulloch, Lisa Moy, Kirsten Robertson,  
**GUESTS:** Ian Affleck, Ghizlane Laghzaoui, Curtis Magnuson, Shelley Stefan  
**RECORDER:** Amanda Grimson

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

##### **MOTION:**

To approve the agenda as amended:

- 3.2, FREN 415 - this is not a new course as indicated, but an existing course with changes including prerequisites

CARRIED

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

##### **2.1. UEC draft minutes: February 26, 2016**

##### **MOTION:**

To approve the draft minutes as presented.

CARRIED

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

##### **3.1. Communication**

New course: CMNS 399, Special Topics in Professional Communications

##### **MOTION:**

To approve the new CMNS 399 course outline as presented.

CARRIED

##### **3.2. Modern Languages**

Changes including prerequisites: FREN 415

##### **MOTION:**

To approve the new FREN 415 course outline as presented.

CARRIED

##### **3.3. School of Business**

Changes including title and prerequisites: BUS 407

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**MOTION:**

To approve the BUS 407 course outline as presented.

CARRIED

**3.4. Visual Arts**

New course: VA 101, Figure Drawing

New course: VA 221, Drawing II

New course: VA 222, Figure Painting

S. Stefan (Visual Arts department head) noted that the title of Introductory Drawing (VA 113) will likely be revised to Drawing I.

**MOTION:**

To approve the new VA course outlines as presented.

CARRIED

**3.5. Social Work and Human Services**

Change to prerequisites: SOWK 380

**MOTION:**

To approve the SOWK 380 course outline as presented.

CARRIED

**4. PROGRAMS**

**4.1. Social Work and Human Services**

Change to entrance requirements: Community Support Worker certificate

These changes make this program consistent with the other programs in this area.

**MOTION:**

To recommend approval of the changes to the Community Support Worker certificate entrance requirements as presented, effective September 2016.

CARRIED

**4.2. Kinesiology**

Change to entrance requirements: Bachelor of Kinesiology

There were some questions regarding apparent inconsistencies in the basis for admission decision section, but since the department was not able to attend the meeting, this item will be postponed.

It was noted that any time course prerequisites are mentioned in calendar, they are linked directly to the course descriptions for easy reference.

P. Geller (Vice-Provost/AVP Academic) noted that there is a need to review entrance requirements across the board. There should also be a review of the language used in the calendar across all programs.

**MOTION:**

To recommend approval of the changes to the Bachelor of Kinesiology entrance

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requirements as presented, effective September 2017.  
WITHDRAWN

**4.3. Mathematics and Statistics**

New program: Applied Statistics minor

This program is distinct from the Data Analysis post-degree certificate, which is intended for students who have already completed a degree and has a somewhat different focus.

**MOTION:**

To recommend approval of the new Applied Statistics minor as presented.  
CARRIED

**4.4. Library and Information Technology**

Change to entrance requirements, program requirements, and continuance:  
Library and Information Technology diploma

**MOTION:**

To approve the changes to the Library and Information Technology diploma program requirements as presented, and recommend approval of the entrance requirements and continuance policy as amended, effective September 2016:

- Entrance requirement referring to Canadian Library Association will be removed.
- Addition of minimum age of 19 for mature student entry.

CARRIED

**5. OTHER BUSINESS/DISCUSSION ITEMS**

**5.1. Curriculum Quality Subcommittee:** Handbook to Accompany Guiding Principles for Curriculum Quality

Some minor wording revisions were suggested. This will now be sent to Faculty Councils and other areas for feedback.

**MOTION:**

That UEC endorse for consultation the handbook and principles as presented.  
CARRIED

**5.2. Truth and Reconciliation Commission**

S. Hardman (Senior Advisor on Indigenous Affairs) presented the Truth and Reconciliation Commission's recommendations as they relate to post-secondary education. Posters are available for all departments.

**5.3. Admissions Subcommittee report**

There was no report from this subcommittee.

**5.4. Transfer Credit Subcommittee report**

There was no report from this subcommittee.

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**5.5. Policy Subcommittee report**

Policy 101 (Grading System) has been approved by Senate, and Policy 105 (Assignment of Course Credit) is in the final stages of approval. Policy 99 (English Language Proficiency Requirement) will be going to Senate for approval in April.

**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

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

**7. ADJOURNMENT**

**Memo for New Course**

To: CACC, Jacqueline Nolte

From: Alisa Webb, BA Task Force Chair and BA Program Chair

Date: February 29, 2016

**Subject: Proposal for new course ARTS 101: BA Portfolio I**

1. Rationale for new course:

The approved, revised framework for the Bachelor of Arts requires students to complete an ePortfolio. After extensive research and discussion, the BA Task Force determined that, in order to be formative, meaningful, and successful, the ePortfolio required a course structure which ensured students were taught from the beginning how to use the ePortfolio tool, how to reflect on their learning, and how to integrate their educational and personal experiences. This was particularly informed by Tosh, Light, Fleming, and Haywood's (2005) research which finds that one of the primary reasons ePortfolios "fail" is if students do not understand how they work, are not educated about their value, and are not given the tools to be successful in constructing an ePortfolio (<http://cjlt.csj.ualberta.ca/index.php/cjlt/article/view/97/91>).

ARTS 101: BA Portfolio I, therefore, seeks to ground students in the ePortfolio and the BA, provide the needed tools to help them develop their ePortfolios, and educate them about UFV learning outcomes, BA learning outcomes, and the value of reflective practice. Students must complete this course within 30 credits of acceptance to the BA.

2. How this new course fits into program(s):

ARTS 101 will be required of all UFV BA students, including external and internal transfer students.

3. Explain how the course learning outcomes align with the learning outcomes of the program(s):

The ePortfolio provides the vehicle for students to demonstrate their learning related to the BA learning outcomes:

- Demonstrate information competency
- Analyze critically and imaginatively
- Use knowledge and skills proficiently
- Initiate inquiries and develop solutions to problems
- Communicate effectively
- Pursue self-motivated and self-reflective learning
- Engage in collaborative leadership
- Engage in respectful and professional practice
- Contribute regionally and globally
- Integrate their learning across all facets of their lives

As such, ARTS 101 emphasizes the foundational knowledge for developing the ePortfolio, navigating UFV's learning management system (currently Blackboard), identifying learning outcomes and strategies to achieve them, summarizing experiences and readings, etc.

- Design a BA Outcomes ePortfolio
- Identify Institutional Learning Outcomes and strategies for achieving them
- Develop strategies for making connections between different types of learning experiences
- Summarize readings and learning experiences
- Present the ePortfolio, its rationale, and a completion strategy
- Navigate the university's learning management system, as demonstrated through completion of an online tutorial

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

No

5. Which program areas have been consulted about the course?

The full BA, including the proposed course framework to support the BA, has been through campus-wide consultation.

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

The ARTS designation already exists.

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

As noted in the final learning outcome for the course, Arts intends ARTS 101 to be a starting place for students to understand UFV's indigenization mandate. The goal is to ensure that students are prepared for encountering indigenous ways of knowing and indigenous content as they move the BA.

- Articulate UFV's Indigenization mandate, including acknowledgment of territory

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

In order to be truly successful completing the BA portfolio, students need the foundational learning of ARTS 101 (please see course rationale above).

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

- a. Credit value

2 credits – Students will complete the equivalent of 21 hours of class time, plus a 9-hour online tutorial. Faculty will receive a half workload credit for each section of ARTS 101 taught. The 9-hour online tutorial is not part of faculty workload for the course.

- b. Class size limit

36 – This ensures the course maximum is beyond the cost recovery benchmark.

c. Frequency of offering

We anticipate offering the course Fall and Winter, with potential late summer offerings, too.

d. Resources required (labs, equipment)

The course requires the development and maintenance of the online tutorial. The additional .5 credit which is not used towards faculty workload has been budgeted to cover these costs. Start-up cost will be higher than ongoing costs.

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:

We anticipate that all materials required of students will be available online at no cost.



ORIGINAL COURSE IMPLEMENTATION DATE: January 2017  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 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> ARTS 101                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Number of Credits:</b> 2 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |    |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> BA Portfolio I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |    |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |    |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Choose an item.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> Bachelor of Arts Program Committee                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br>An introduction to reflective and integrative learning through an ePortfolio. Learning activities will include goal setting, academic planning, and reflection on learning.<br><br>Note: This course runs for the equivalent of seven weeks, with an online tutorial added as a mandatory component.<br>Note: This course must be completed within 30 credits of admission to the BA.                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |    |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | Admission to the Bachelor of Arts program.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |    |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <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><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 type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |  |                              |    |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total Hours: 30</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td></td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: center;">21</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 style="text-align: center;">9</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>30</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | Seminars/tutorials/workshops | 21 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities | 9 | Other contact hours: |  | <b>Total</b> | <b>30</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |    |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 21        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |    |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |    |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |    |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |    |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 9         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |    |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |    |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>30</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |    |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Maximum enrolment (for information only):</b> 36<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> every semester                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> BAPC Chair                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date approved:</b> March 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> March 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of posting:</b> April 15, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |    |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date approved:</b> March 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> April 22, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |    |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

**Learning Outcomes**

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

- Design a BA Outcomes ePortfolio
- Identify Institutional Learning Outcomes and strategies for achieving them
- Develop strategies for making connections between different types of learning experiences
- Summarize readings and learning experiences
- Present the ePortfolio, its rationale, and a completion strategy
- Navigate the university's learning management system, as demonstrated through completion of an online tutorial
- Articulate UFV's Indigenization mandate, including acknowledgment of territory

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

☐ Yes ☒ No, PLAR cannot be awarded for this course because this course is specific to UFV's BA requirements and services and therefore must be completed here.

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

Lecture, guest lecturers, workshops, presentations, seminars, group 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 |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|---------------------------------------|------|
| Links to UFV website                        |                                                                                                                                                                                                                                                                                                                 |                          |                                       |      |
| 1. pages with relevant information          |                                                                                                                                                                                                                                                                                                                 | <input type="checkbox"/> |                                       |      |
| 2. uWaterloo Centre for Teaching Excellence | ePortfolios explained. Retrieved from <a href="https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/educational-technologies/all/eportfolios">https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/educational-technologies/all/eportfolios</a> | <input type="checkbox"/> | uWaterloo                             | 2015 |
| 3. Hadley, D.W.                             | From Tumble to Dance: The Unsung 'Dance Steps' Fostered by Liberal Arts Education                                                                                                                                                                                                                               | <input type="checkbox"/> | Journal of Education                  | 2007 |
| 4. Roche, M.                                | The Landscape of the Liberal Arts                                                                                                                                                                                                                                                                               | <input type="checkbox"/> | New Directions for Community Colleges | 2013 |
| 5. Bass, R. and Eynon, B                    | Electronic Portfolios: a Path to the Future of Learning                                                                                                                                                                                                                                                         | <input type="checkbox"/> | Chronicle of Education                | 2009 |

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

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

**Details (if necessary):**

Reflective exercises 25%

Summary pieces on UFV services 15%

ePortfolio:

- Design 20%
- Design rationale 10%
- Completion strategies 20%
- Presentation of design and rationale 10%

Note: Students must complete the Blackboard tutorial with a Credit grade to receive credit for this course.

**Typical Course Content and Topics**

Week 1: Goals of the BA and liberal arts, introduction of the BA Outcomes ePortfolio

Weeks 2 through 6: Summary skills, UFV services, reflective practices, ePortfolio design features, BA Outcomes and goal planning

Week 7: Final presentations of ePortfolios, rationales, and completion strategies

Online module (9 hours)

**Memo for New Course**

To: CACC, Jacqueline Nolte

From: Alisa Webb, BA Task Force Chair and BA Program Chair

Date: February 29, 2016

**Subject: Proposal for new course ARTS 201: BA Portfolio II**

1. Rationale for new course:

The approved, revised framework for the Bachelor of Arts requires students to complete an ePortfolio. After extensive research and discussion, the BA Task Force determined that, in order to be formative, meaningful, and successful, the ePortfolio required a course structure which ensured students were taught from the beginning how to use the ePortfolio tool, how to reflect on their learning, and how to integrate their educational and personal experiences. This was particularly informed by Tosh, Light, Fleming, and Haywood's (2005) research which finds that one of the primary reasons ePortfolios "fail" is if students do not understand how they work, are not educated about their value, and are not given the tools to be successful in constructing an ePortfolio (<http://cjlt.csj.ualberta.ca/index.php/cjlt/article/view/97/91>).

ARTS 201: BA Portfolio II, therefore, provides the first check in point after initial development of the ePortfolio. This ensures students receive regular feedback on their ePortfolio development, while also being given the opportunity to revise, ask questions, and connect with other BA students. Students complete the course between 30 and 60 credits.

2. How this new course fits into program(s):

ARTS 201 will be required of all UFV BA students, excluding external and internal transfer students with more than 60 credits.

3. Explain how the course learning outcomes align with the learning outcomes of the program(s):

The ePortfolio provides the vehicle for students to demonstrate their learning related to the BA learning outcomes:

- Demonstrate information competency
- Analyze critically and imaginatively
- Use knowledge and skills proficiently
- Initiate inquiries and develop solutions to problems
- Communicate effectively
- Pursue self-motivated and self-reflective learning
- Engage in collaborative leadership
- Engage in respectful and professional practice
- Contribute regionally and globally
- Integrate their learning across all facets of their lives

As such, ARTS 201 focuses on ensuring timely feedback on ePortfolio development, including quality of student reflection, integration of learning, and demonstration of learning outcomes.

- Use respectful approaches to discuss their own and others' ePortfolios
- Respond to feedback and revise appropriately
- Demonstrate learning related to Institutional Learning Outcomes
- Make connections between different types of learning experiences
- Present a revised ePortfolio and rationale for revisions.

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

No

5. Which program areas have been consulted about the course?

The full BA, including the proposed course framework to support the BA, has been through campus-wide consultation.

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

The ARTS designation already exists.

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

ARTS 201 is a continuation of ARTS 101. ARTS 101 ensures students are grounded in UFV's indigenization mandate.

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

ARTS 201 is a check-in course for ePortfolio development that is specific to the UFV BA. Students who have already completed 60 credits or more of coursework upon admittance to the UFV BA will be exempt from completing ARTS 201.

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

- a. Credit value

1 credit – Students will complete the equivalent of 15 hours of class time Faculty will receive a one-third workload credit for each section of ARTS 201 taught.

- b. Class size limit

36 – This ensures the course maximum is beyond the cost recovery benchmark.

- c. Frequency of offering

We anticipate offering the course Fall and Winter, with potential summer offerings, too. The number of sections required depends on following student enrolment trends.

- d. Resources required (labs, equipment)

None

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:

We anticipate that all materials required of students will be available online at no cost.



ORIGINAL COURSE IMPLEMENTATION DATE: January 2017  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 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> ARTS 201                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 1 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> BA Portfolio II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Choose an item.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department (or program if no department):</b> Bachelor of Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br>A continuation of the BA Outcomes ePortfolio. Students will submit their ePortfolios for feedback and participate in workshops.<br><br>Note: This course must be completed within 60 credits of admission to the BA.                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | 30 university-level credits including ARTS 101.                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <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><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 type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total Hours: 15</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture hours</td> <td></td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td style="text-align: center;">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: center;"><b>15</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | Seminars/tutorials/workshops | 15 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>15</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>15</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Maximum enrolment (for information only):</b> 36<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> every semester                                                                                                                                                                                                                                                                                                                                                   |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> BAPC Chair                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> March 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> March 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of posting:</b> April 15, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b> March 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> April 22, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

**ARTS 201**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**Learning Outcomes**

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

- Use respectful approaches to discuss their own and others' ePortfolios
- Respond to feedback and revise appropriately
- Demonstrate learning related to Institutional Learning Outcomes
- Make connections between different types of learning experiences
- Present a revised ePortfolio and rationale for revisions.

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

☐ Yes ☒ No, PLAR cannot be awarded for this course because this course is specific to UFV's BA requirements and therefore must be completed here.

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

Workshops, seminars, group activities, informal 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: | 100% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | % | Lab work:    | %    | Field experience: | % | Shop work: | %    |
| Other:         | % | Other:       | %    | Other:            | % | Total:     | 100% |

**Details (if necessary):**

ePortfolio 70%  
Self-assessment and reflection 30%

**Typical Course Content and Topics**

- ePortfolio draft submission for peer and instructor feedback
- Self-assessment and peer assessment strategies
- Informal presentation of ePortfolios
- Submission of revised ePortfolio based on feedback

**Memo for New Course**

To: CACC, Jacqueline Nolte

From: Alisa Webb, BA Task Force Chair and BA Program Chair

Date: February 29, 2016

**Subject: Proposal for new course ARTS 301: BA Portfolio III**

1. Rationale for new course:

The approved, revised framework for the Bachelor of Arts requires students to complete an ePortfolio. After extensive research and discussion, the BA Task Force determined that, in order to be formative, meaningful, and successful, the ePortfolio required a course structure which ensured students were taught from the beginning how to use the ePortfolio tool, how to reflect on their learning, and how to integrate their educational and personal experiences. This was particularly informed by Tosh, Light, Fleming, and Haywood's (2005) research which finds that one of the primary reasons ePortfolios "fail" is if students do not understand how they work, are not educated about their value, and are not given the tools to be successful in constructing an ePortfolio (<http://cjlt.csj.ualberta.ca/index.php/cjlt/article/view/97/91>).

ARTS 301: BA Portfolio III, therefore, provides the second check in point after initial development of the ePortfolio. This ensures students receive regular feedback on their ePortfolio development, while also being given the opportunity to revise, ask questions, and connect with other BA students. The course must be completed between 60 and 90 credits.

2. How this new course fits into program(s):

ARTS 301 will be required of all UFV BA students, including external and internal transfer students.

3. Explain how the course learning outcomes align with the learning outcomes of the program(s):

The ePortfolio provides the vehicle for students to demonstrate their learning related to the BA learning outcomes:

- Demonstrate information competency
- Analyze critically and imaginatively
- Use knowledge and skills proficiently
- Initiate inquiries and develop solutions to problems
- Communicate effectively
- Pursue self-motivated and self-reflective learning
- Engage in collaborative leadership
- Engage in respectful and professional practice
- Contribute regionally and globally
- Integrate their learning across all facets of their lives

As such, ARTS 301 focuses on ensuring timely feedback on ePortfolio development, including quality of student reflection, integration of learning, and demonstration of learning outcomes. The course also engages students in self- and peer-assessment as they move closer to final submission of the ePortfolio.

- Assess critically their own and their peers' ePortfolios
- Incorporate feedback judiciously and explain revisions
- Use a rubric to assess how ePortfolios meet stated criteria
- Present a revised ePortfolio and a final portfolio completion plan.

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

No

5. Which program areas have been consulted about the course?

The full BA, including the proposed course framework to support the BA, has been through campus-wide consultation.

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

The ARTS designation already exists.

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

ARTS 301 is a continuation of ARTS 101 and 201. ARTS 101 ensures students are grounded in UFV's indigenization mandate.

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

ARTS 301 is a check-in course for ePortfolio development that is specific to the UFV BA.

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

- a. Credit value

1 credit – Students will complete the equivalent of 15 hours of class time Faculty will receive a one-third workload credit for each section of ARTS 301 taught.

- b. Class size limit

36 – This ensures the course maximum is beyond the cost recovery benchmark.

- c. Frequency of offering

We anticipate offering the course Fall and Winter, with potential summer offerings, too. The number of sections required depends on following student enrolment trends.

- d. Resources required (labs, equipment)

None

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:

We anticipate that all materials required of students will be available online at no cost.



ORIGINAL COURSE IMPLEMENTATION DATE: January 2017  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 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> ARTS 301                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 1 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> BA Portfolio III                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Choose an item.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department (or program if no department):</b> Bachelor of Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br>A continuation of the BA Outcomes ePortfolio. Students will submit their ePortfolios for feedback and participate in workshops.<br><br>Note: This course must be completed within 90 credits of admission to the BA.                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | 60 university-level credits including ARTS 201.                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <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><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 type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total Hours: 15</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture hours</td> <td></td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td style="text-align: center;">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: center;"><b>15</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | Seminars/tutorials/workshops | 15 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>15</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>15</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Maximum enrolment (for information only):</b> 36<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> every semester                                                                                                                                                                                                                                                                                                                                                   |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> BAPC Chair                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> March 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> March 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of posting:</b> April 15, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b> March 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> April 22, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

**ARTS 301**
**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:

- Assess critically their own and their peers' ePortfolios
- Incorporate feedback judiciously and explain revisions
- Use a rubric to assess how ePortfolios meet stated criteria
- Present a revised ePortfolio and a final portfolio completion plan.

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

☐ Yes ☒ No, PLAR cannot be awarded for this course because this course is specific to UFV's BA requirements and therefore must be completed here.

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

Workshops, seminars, group activities, informal 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: | 100% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | % | Lab work:    | %    | Field experience: | % | Shop work: | %    |
| Other:         | % | Other:       | %    | Other:            | % | Total:     | 100% |

**Details (if necessary):**

ePortfolio 60%  
Self-assessment and reflection 20%  
Critical assessment and feedback activities 20%

**Typical Course Content and Topics**

- ePortfolio draft submission for peer and instructor feedback
- Critical assessment strategies
- Use of rubrics
- Informal presentation of ePortfolios
- Submission of revised ePortfolio and response to feedback

**Memo for New Course**

To: CACC, Jacqueline Nolte

From: Alisa Webb, BA Task Force Chair and BA Program Chair

Date: February 29, 2016

**Subject: Proposal for new course ARTS 401: BA Portfolio IV**

1. Rationale for new course:

The approved, revised framework for the Bachelor of Arts requires students to complete an ePortfolio. After extensive research and discussion, the BA Task Force determined that, in order to be formative, meaningful, and successful, the ePortfolio required a course structure which ensured students were taught from the beginning how to use the ePortfolio tool, how to reflect on their learning, and how to integrate their educational and personal experiences. This was particularly informed by Tosh, Light, Fleming, and Haywood's (2005) research which finds that one of the primary reasons ePortfolios "fail" is if students do not understand how they work, are not educated about their value, and are not given the tools to be successful in constructing an ePortfolio (<http://cjlt.csj.ualberta.ca/index.php/cjlt/article/view/97/91>).

ARTS 401: BA Portfolio IV is the capstone to the ePortfolio. Student portfolios are formally assessed in this course via ePortfolio submission and formal presentation. In addition, students learn how to transition their outcomes-based portfolio to meet their post-graduation needs for work or further education.

2. How this new course fits into program(s):

ARTS 401 will be required of all UFV BA students, including external and internal transfer students.

3. Explain how the course learning outcomes align with the learning outcomes of the program(s):

The ePortfolio provides the vehicle for students to demonstrate their learning related to the BA learning outcomes:

- Demonstrate information competency
- Analyze critically and imaginatively
- Use knowledge and skills proficiently
- Initiate inquiries and develop solutions to problems
- Communicate effectively
- Pursue self-motivated and self-reflective learning
- Engage in collaborative leadership
- Engage in respectful and professional practice
- Contribute regionally and globally
- Integrate their learning across all facets of their lives

ARTS 401 reflects the culmination of work students have done through ARTS 101, 201, and 301 and through their degrees. Via their outcomes-based ePortfolios, their formal presentations, and their transitional portfolios, students demonstrate that they have achieved all of the BA learning outcomes and are ready to articulate their learning to new audiences.

- Integrate learning and life experiences in the ePortfolio to demonstrate achievement of the Institutional Learning Outcomes
- Assess critically their own and their peers' ePortfolios using a defined rubric
- Adapt the ePortfolio for post-BA purposes, including career and/or educational goals
- Deliver a professional oral presentation of the ePortfolio to an audience

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

No

5. Which program areas have been consulted about the course?

The full BA, including the proposed course framework to support the BA, has been through campus-wide consultation.

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

The ARTS designation already exists.

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

ARTS 401 is the culmination of ARTS 101, 201, and 301. ARTS 101 included as an outcome the ability to articulate UFV's indigenization mandate. By ARTS 401, students will have also satisfied their intercultural engagement requirement, which could include based in indigenous ways of knowing.

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

ARTS 401 is the culmination of a student's journey through the UFV BA and is, therefore, unique to UFV.

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

- a. Credit value

2 credits – Students will complete the equivalent of 21 hours of class time, plus an additional 9 hours in workshops or online tutorials. Faculty will receive a half workload credit for each section of ARTS 401 taught. The additional 9 hours are not part of faculty workload for the course.

- b. Class size limit

36 – This ensures the course maximum is beyond the cost recovery benchmark.

- c. Frequency of offering

We anticipate offering the course Fall and Winter, with potential summer offerings, too. The number of sections required depends on following student enrolment trends.

d. Resources required (labs, equipment)

The course will require coordination with the UFV Career Centre to develop materials to help students revise their ePortfolios and articulate their learning for external audiences. Options include workshops and online tutorials. The additional .5 tuition funding in the course provides the necessary budget for this.

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:

We anticipate that all materials required of students will be available online at no cost.



ORIGINAL COURSE IMPLEMENTATION DATE: January 2017  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 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> ARTS 401                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 2 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> BA Portfolio IV                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Choose an item.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department (or program if no department):</b> Bachelor of Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>Final submission and presentation of the BA Outcomes ePortfolio.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | 90 university-level credits including ARTS 301.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                          |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 30</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture hours</td> <td></td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: center;"><b>30</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | Seminars/tutorials/workshops | 30 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>30</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
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| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>30</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> every semester                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> BAPC Chair                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> March 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> March 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of posting:</b> April 15, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b> March 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> April 22, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

ARTS 401

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:

- Integrate learning and life experiences in the ePortfolio to demonstrate achievement of the Institutional Learning Outcomes
- Assess critically their own and their peers' ePortfolios using a defined rubric
- Adapt the ePortfolio for post-BA purposes, including career and/or educational goals
- Deliver a professional oral presentation of the ePortfolio to an audience

## Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because this course is specific to UFV's BA requirements and services and therefore must be completed here.

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

Lecture, guest lecturers, workshops, presentations, seminars, group 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.                         |                                      | <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: | 100% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | % | Lab work:    | %    | Field experience: | % | Shop work: | %    |
| Other:         | % | Other:       | %    | Other:            | % | Total:     | 100% |

## Details (if necessary):

ePortfolio 60%  
 Formal final presentation 20%  
 Critical assessment and feedback activities 20%

## Typical Course Content and Topics

Weeks 1 to 4: ePortfolio draft submission for peer and instructor feedback, critical self-reflection, formal presentation skills  
 Weeks 5 to 6: Career portfolios, networking, future educational and professional planning, and job search workshops  
 Week 7: Practice presentations  
 Weeks 8 and 9: Final presentations

**Memo for Course Changes**

To: UEC

From: Dr. Frank Ulbrich, Director, School of Business and Cyrus Chaichian, School of Business

Date: 23 February 2016

**Subject: Proposal for revision of (BUS 203)**

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:

Changed the prerequisite to incorporate prerequisite for Criminology students.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): No substantial changes made
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? BUS 203 is required in the BA/(Criminal Justice) degree
5. Which program areas have been consulted about the change(s)? School of Criminal Justice (see attachment)
6. What consideration has been given to indigenizing the curriculum? In course content where applicable
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: N/A
- a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? N/A
10. Estimate of the typical costs for this course, including textbooks and other materials: no change, N/A

**From:** Amy Prevost <[Amy.Prevost@ufv.ca](mailto:Amy.Prevost@ufv.ca)>  
**Date:** February 3, 2016 at 10:11:32 PST  
**To:** Cyrus Chaichian <[Cyrus.Chaichian@ufv.ca](mailto:Cyrus.Chaichian@ufv.ca)>  
**Subject: RE: BUS 203 Organizational Behavior**

Hi Cyrus,

Please accept this email as my approval for this pre requisite change. Do you need me to submit a memo or is this email reply sufficient?

If you have any questions, please let me know.

Amy

**From:** Cyrus Chaichian  
**Sent:** Tuesday, February 02, 2016 4:59 PM  
**To:** Amy Prevost  
**Cc:** Kevin Dewolde; Rhonda Styles  
**Subject:** BUS 203 Organizational Behavior

Hello Amy,

I understand our two program advisors have found a solution to automatically (through Banner) wave the pre requisite (BUS 100) requirement for the Crim students who need to take BUS 203. As the course coordinator I am to submit a revised course outline to reflect this change which is simply to say "Prerequisite: BUS 100 or 30 credits of Criminology courses". I am told your written acceptance is required to be attached to the revised course outline. Could you kindly email me your approval?

Regards,

Cyrus Chaichian



ORIGINAL COURSE IMPLEMENTATION DATE: September 1994  
 REVISED COURSE IMPLEMENTATION DATE: January 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) April 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> BUS 203                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Organizational Behavior                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br><br>Emphasizing the human side of organizations, this course consists of a general overview of the basic concepts and theories of the behavior of individuals and groups in organizations. Students will participate in a variety of structured learning experiences where theories and concepts can be applied.                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | BUS 100 or 30 credits of Criminology.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: right;">20</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">25</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 20 | Seminars/tutorials/workshops | 25 | 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><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| 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):</b> 36<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Every semester                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> Dr. Frank Ulbrich                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> March 1, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> March 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of posting:</b> April 15, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> March 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> April 22, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

**BUS 203**
**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. Apply concepts, theories and models that deal with human behavior in organizations.
- LO 2. Explain human behavior in various types of organizations and work arrangements.
- LO 3. Identify barriers to effective decision-making processes.
- LO 4. Explain the relationship between personality, values and job-person matching.
- LO 5. Evaluate the advantages and disadvantages of teamwork in organizations.
- LO 6. Explain the sources of power in organizations and their impact on individual and team performance.
- LO 7. Describe various leadership styles and their influence in an organizational setting.
- LO 8. Explain how organizational performance is affected by its culture and values.
- LO 9. Determine how organizations need to go through the change process.

**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, Case analysis, and Problem solving.

**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. McShane Steven L, Steen Sandra L, Tasa, Kevin | Canadian Organizational Behaviour    | <input checked="" type="checkbox"/> | McGraw-Hill Ryerson |      |
| 2.                                               |                                      | <input type="checkbox"/>            |                     |      |
| 3.                                               |                                      | <input type="checkbox"/>            |                     |      |

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

|                     |     |              |     |                   |     |            |      |
|---------------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:         | 25% | Assignments: | 40% | Midterm exam:     | 25% | Practicum: | %    |
| Quizzes/tests:      | %   | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Class participation | 10% | Other::      | %   | Other::           | %   | Total:     | 100% |

**Details (if necessary):**
**Typical Course Content and Topics**
**Module 1- Individual Performance**

Individual Behaviour, Values, and Personality  
 Perception and Learning in Organizations  
 Workplace Emotions, Attitudes, and Motivation  
 Applied Performance Practices, Work-Related Stress and Stress Management  
 Test and case analyses (LO 1 - 4)

**Module 2- Team Performance**

Foundation of Team Dynamics  
 Decision Making and Creativity  
 Developing High Performance Teams  
 Communicating in Teams and Organizations  
 Case study (LO 5 - 6)

**Module 3- Organizational Performance**

Power and Influence in the Workplace  
 Conflict and Negotiation  
 Leadership in Organizational settings  
 Organizational Change  
 Test, case study, and project (LO 1 - 9)

**Memo for Course Changes**

To: UEC

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

Date: December 7, 2015

**Subject: Proposal for revision of BUS 206 (Business Policy)**

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:

**BUS 206 was a simulation strategy course aimed at the diploma students but since we now have BUS 405, this course is no longer offered or needed. Hence, BUS 206 should be discontinued.**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): **N/A**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **No other program requires this course.**
5. Which program areas have been consulted about the change(s)? **N/A**
6. What consideration has been given to indigenizing the curriculum? **N/A**
7. If this course is not eligible for PLAR, explain why: **N/A**
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
- a. Credit value **N/A**
  - b. Class size limit **N/A**
  - c. Frequency of offering **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: **N/A**

**Memo**

To: [UEC](#)

From: Dr. Frank Ulbrich, Director, School of Business and David Dobson, School of Business

Date: [February 26, 2016](#)

Subject: Revision of an existing course (**BUS 226/ ECON 226**)

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:

[Course has not been reviewed for several years. Review aligns with overall Program Review. Topics need to be updated to reflect the current business education environment and the state of the School of Business at UFV.](#)

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

[Learning outcomes have been slightly modified to better reflect the current content of the course. However, overall, there are no changes to the learning outcomes.](#)

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? [BUS 226/ECON 226 is required for an Economics Major. This change has no impact on that program. Confirmation has been received from Dr. Michael Maschek, Economics Department Head, that they have no concerns with the suggested revisions to this course.](#)

5. Which program areas have been consulted about the change(s)? [Economics Department](#)

6. What consideration has been given to indigenizing the curriculum? [No change, N/A](#)

7. If this course is not eligible for PLAR, explain why:  
PLAR cannot be awarded for this course because it is crucial that students build up substantial skills in statistical analysis for business and economics and learn how to use data analysis software. BUS226 is a core foundation course which is required for many upper-level business courses, e.g., BUS 320 - Research Methods and BUS 349 - Financial Management.  
If the students do not possess a strong business statistics background, such as application of regression, analysis of variance or forecasting modelling, they will find it very hard to do well in upper level quantitative courses, such as BUS320 and BUS349, which are strongly quantitative in nature. It has been my experience that no amount of prior work experience makes up for the rigorous requirement of this course.
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: Changed from a 4-credit course (60 hours) to a 3-credit course (45 hours) to be in line with our other second year offerings.
  - b. Class size limit: Unchanged
  - c. Frequency of offering: Unchanged
  - d. Resources required (labs, equipment): Due to the change in credit hours, all classes will take place in a computer lab.
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: \$100



**ORIGINAL COURSE IMPLEMENTATION DATE:** November 1994  
**REVISED COURSE IMPLEMENTATION DATE:** January 2017  
**COURSE TO BE REVIEWED:** (six years after UEC approval) April 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> BUS 226                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Economic and Business Statistics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><p>This course is an introduction to statistics for business and economics, using SPSS for data analysis. Concepts learned in this course will be applied in upper-level courses in economics, finance, and business research methods.</p> <p>Note: This course is offered as BUS 226 (formerly BUS 301) and ECON 226 (formerly ECON 301). Students may only take one of these for credit.</p>                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | STAT 106 (formerly MATH 106) and one of MATH 111 or MATH 141 (formerly MATH 115).                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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>BUS 301/ECON 301</b><br>Cross-listed with: <b>ECON 226</b><br>Equivalent course(s): <b>ECON 226</b><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                        |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>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: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: right;">45</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 45 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| 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):</b><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Every semester                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Dr. Frank Ulbrich                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> March 1, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> March 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of posting:</b> April 15, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> March 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> April 22, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

- LO1. Explain different sampling methods, and demonstrate sampling distributions, central limit theorem, and finite population correction factor.
- LO2. Construct and interpret confidence intervals, and determine sample size.
- LO3. Apply hypothesis testing to make statistical inferences about population characteristics using t-test, Z-test, and F-test.
- LO4. Apply one-way and two-way analysis of variance (ANOVA) for testing the effect of categorical independent variable(s) on a numerical dependent variable.
- LO5. Apply chi-square test for cross-tabulation analysis and evaluate the goodness-of-fit, and use McNemar's test for paired categorical data.
- LO6. Build and interpret linear regression models.
- LO7. Describe time-series forecasting techniques and identify the appropriate model.
- LO8. Explain non-probabilistic and probabilistic decision analysis techniques.
- LO9. Carry out a data analysis project, applying different statistical methods to a real data set.

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

☐ Yes ☒ No, PLAR cannot be awarded for this course because it is crucial that students build up substantial skills in statistical analysis for business and economics and learn how to use data analysis software. It is also a core foundation course which is required for many upper-level business courses, e.g., BUS320-Research Methods and BUS349-Financial Management.

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

Lectures and labs/tutorials.

**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. | Levine, D., Stephan, D.F., & Szabat, K. | Statistics for Managers              | <input checked="" type="checkbox"/> | Pearson Custom Publishing |      |
| 2. |                                         |                                      | <input type="checkbox"/>            |                           |      |

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

A calculator approved by the UFV School of Business. (See the UFV School of Business website).

**Typical Evaluation Methods and Weighting**

|                 |     |              |     |               |     |            |      |
|-----------------|-----|--------------|-----|---------------|-----|------------|------|
| Final exam:     | 40% | Assignments: | 15% | Midterm exam: | 30% | Practicum: | %    |
| Other: Project: | 15% | Other:       | %   | Other:        | %   | Total:     | 100% |

**Details (if necessary):** Research Project

**Typical Course Content and Topics**

**Module 1: Sampling distributions and confidence interval estimation**

- Sampling and sampling distributions
- Confidence interval estimation
- Assignments (LO 1-2)
- Midterm test #1 (LO 1-2)

**Module 2: Statistical hypothesis testing**

- Introduction of hypothesis testing
- Hypothesis testing for two populations
- Assignments (LO 3)
- Midterm test #2 (LO 3)

**Module 3: Analysis of variance and contingency analysis**

- Analysis of variance
- Tests of goodness-of-fit and contingency tables analysis
- Assignments (LO 3-5)
- Midterm test #3 (LO 3-5)

**Module 4: Predictive modelling**

- Linear regression and correlation
- Multiple linear regression
- Index numbers and forecasting with time-series data
- Decision analysis
- Assignments (LO 6-8)
- Final exam (LO 6-8)

**Data analysis project**

- Semester-long data analysis project (LO 1-9)



ORIGINAL COURSE IMPLEMENTATION DATE: May 2011  
 REVISED COURSE IMPLEMENTATION DATE: January 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) April 2022  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE CROSS-LISTED COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ECON 226                                                                                                                                                                                                                                                                                                                                                                                 |  | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Course Full Title:</b> Economic and Business Statistics                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                             |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                         |  | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>BUS 226</b> for the official course outline.                                                                                                                                                                                                                                                                                       |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Calendar Description:</b><br>This course is an introduction to statistics for business and economics, using SPSS for data analysis. Concepts learned in this course will be applied in upper-level courses in economics, finance, and business research methods.<br><br>Note: This course is offered as BUS 226 (formerly BUS 301) and ECON 226 (formerly ECON 301). Students may only take one of these for credit. |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                         |  | STAT 106 (formerly MATH 106) and one of MATH 111 or MATH 141 (formerly MATH 115).                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <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>BUS301/ECON 301</b><br>Cross-listed with: <b>BUS 226</b><br>Equivalent course(s): <b>BUS 226</b><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>             |  | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>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>Department / Program Head or Director:</b> Dr. Frank Ulbrich                                                                                                                                                                                                                                                                                                                                                         |  | <b>Date approved:</b> March 1, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                         |  | <b>Date approved:</b> March 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                   |  | <b>Date of posting:</b> April 15, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                         |  | <b>Date approved:</b> March 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                 |  | <b>Date of meeting:</b> April 22, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |

**Memo for Course Changes**

To: UEC

From: Dr. Frank Ulbrich, Director School of Business and Dr. Mike Ivanof, School of Business

Date: January 26 2016

**Subject: Proposal for revision of BUS 227**

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: Updated Learning Outcomes, and Typical Course Content and Topics with current language.
2. Rationale for change: Current Practice
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): N/A
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? N/A
6. What consideration has been given to indigenizing the curriculum? N/A
7. If this course is not eligible for PLAR, explain why: N/A
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: N/A
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? N/A
10. Estimate of the typical costs for this course, including textbooks and other materials: N/A



ORIGINAL COURSE IMPLEMENTATION DATE: Winter 1995  
 REVISED COURSE IMPLEMENTATION DATE: January 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) April 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> BUS 227                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> New Business Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>A comprehensive course in how to establish a small business. Topics include buying a business, franchises, starting your own business, sources of financing, forms of business, determining location, and the management strategies of marketing, finance, production, inventory control, and human resources. This course concludes with the development of a business plan.                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | BUS 120, (BUS 160 or CIS 110), (BUS 144 or BUS 145), BUS 249 (formerly BUS 149 and BUS 162), and CMNS 125.                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 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;">25</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">20</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 25 | Seminars/tutorials/workshops | 20 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| 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):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> every semester                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Dr. Frank Ulbrich                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> March 1, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> March 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of posting:</b> April 15, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> March 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> April 22, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**BUS 227**

**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. Assess personal readiness for entrepreneurship.
- LO 2. Develop a personal plan to acquire the necessary knowledge and skills for business development.
- LO 3. Recognize different business structures.
- LO 4. Distinguish the role each type of business plays in the economic landscape.
- LO 5. Evaluate distinct business opportunities in the context of globalization.
- LO 6. Determine appropriate business and promotional strategies for developing a sustainable competitive advantage.
- LO 7. Describe operations management and human capital pool requirements.
- LO 8. Define financing requirements and identify sources of funding.
- LO 9. Develop a comprehensive business plan.

**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, seminar, and case studies.

**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. Balderson, D.W.         | Canadian Entrepreneurship and Small Business | <input checked="" type="checkbox"/> | McGraw-Hill Ryerson |      |
| 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.)**

A calculator approved by the UFV School of Business. (See the UFV School of Business website).

**Typical Evaluation Methods and Weighting**

|                |     |                       |     |                          |     |            |      |
|----------------|-----|-----------------------|-----|--------------------------|-----|------------|------|
| Final exam:    | %   | Assignments:          | %   | Midterm exam:            | 30% | Practicum: | %    |
| Quizzes/tests: | 15% | Lab work:             | %   | Field experience:        | %   | Shop work: | %    |
| Business Plan  | 30% | Entrepreneur Profile: | 15% | Classroom participation: | 10% | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

Module 1: Understanding Entrepreneurship

- Role of entrepreneurship in the Canadian economy
- Steps toward the Small Business decision
- Evaluating a business opportunity
- Assessment #1: Group project – Entrepreneur Profile (LO 1 and LO 4)

Module 2: Business Structures and Operations Management

- Recognize the distinct types of business structures
- Financial Management
- Marketing and the Marketing Mix
- Operations Management
- Human Capital Management
- Assessment #2: Midterm (LO 2, 3, 5, 6, and 7)

Module 3: Comprehensive Business Plan

- Development of a comprehensive business plan
- Assessment #3: Business Plan submission and group presentation (LO 8 and 9)



## MEMO

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**DATE:** 30 October 2015

**TO:** Rod McLeod, Chair, Undergraduate Education Committee

**FROM:** Alastair Hodges, Department Head, Kinesiology  
Amber Johnston, Curriculum Committee Chair, Kinesiology

**RE:** Department Name Change

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On October 16<sup>th</sup>, 2015, Senate approved a name change to the Department of Kinesiology (formerly Department of Kinesiology and Physical Education). Currently, Kinesiology courses are listed with prefix of "KPE", and to align with the name change we request that UEC approve a change of course prefix to "KIN".

It is also requested that along with the changes to the course listings, that the calendar be updated to reflect any changes to the following: "KPE" to "KIN" and "Kinesiology and Physical Education" to "Kinesiology".

**MOTION:** That UEC approve the change of Kinesiology course listings from "KPE" to "KIN" and any updates required to reflect this change in the UFV calendar.

**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</a> <del>or 155</del> <sup>90</sup> <del>level or higher</del> – 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. In order to be admitted to the Bachelor of Kinesiology degree program, applicants must have completed the following requirements: (Note 1):~~

- ~~• 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 3)~~

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 3: 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> | 1. This meets the minimum entry requirement and satisfies the literacy breadth requirement in the                             |

|                                           |                                                                                                                              |                                                                                                                                                                                      |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English or Communications                 | <del>or 155 level or higher course</del> OR meets the prerequisites of English 105 or CMNS 125 or CMNS 15500 level or higher | 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) with an overall GPA of 2.33

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

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

**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 Entrance and 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 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 is complete including all required documentation. Please refer to the specific entrance requirements outlined in Option 1 (High School Entrance) and Option 2 (University Entrance).~~

~~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~~

~~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. Students cannot register for a course more than twice without department permission. 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.

**MEMORANDUM**

To: Undergraduate Education Committee Screening Committee

Cc: Tracy Ryder Glass, Dean, Faculty of Professional Studies  
Karen Power, Assistant to the Dean, Faculty of Professional Studies

From: Sheryl MacMath, Department Head, Teacher Education Department  
Barbara Salingré, Advisor, Teacher Education Department

Date: March 21<sup>st</sup>, 2016

RE: **Cross-Listed Courses at UFV with the prefix EDUC**

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**Background:**

UFV currently has seven courses that are cross-listed with the discipline of education, carrying the prefix EDUC. These are the following:

EDUC 230/LIBT 230 Library Services for Children (since Sept. 1996)  
EDUC 275/FNST 275 Contemporary Issues and Policies in Aboriginal Education (since Sept. 2007)  
EDUC 323/HIST 323 History of Education in Canada (since Sept. 2005)  
EDUC 333/SOC 333 Schooling and Society (since Dec. 1998)  
EDUC 362/PHIL 362 Philosophy of Education (since Sept. 1998)  
EDUC 379/ENGL 379 Rhetoric, Composition Teaching (since Sept. 2003)  
EDUC 433/SOC 433 Selected Topics in the Sociology of Education (since Sept. 2006)

These courses were developed and first offered through the University College of the Fraser Valley prior to the approval and implementation of the Teacher Education Program. As these courses contain content relevant to future teachers, one of the rationales to cross-list courses prior to 2007 had been to help UCFV with the establishment of a Teacher Education Program and to help prospective applicants in their preparation. As the Teacher Education Program did not yet exist, ownership of these courses was assigned to disciplines outside of the Teacher Education Department (TED). This has remained the same ever since with course seats offered every semester with both the EDUC and either SOC, HIST, LIBT, PHIL, or ENGL prefix. Management for these cross-listed courses continues to reside with the originating department. TED does not receive any FTE calculations for students enrolled in these EDUC courses, nor does our department have input into the content, learning outcomes, or seat availabilities.

In 2007 three further courses were developed and proposed for cross-listing with First Nations Studies (EDUC 275, EDUC 290, and EDUC 291). Only one of them was eventually approved for cross-listing with FNST, the other two retained their single discipline of EDUC. These two courses have never been officially taught as part of the TED even though the official course outline identifies them as belonging to the TED:

EDUC 290 Introduction to Aboriginal Culture and Language Education (since Sept. 2007)  
EDUC 291 Intermediate Studies in Aboriginal Culture and Language Education (since Sept. 2007)

The Undergraduate Education Committee (UEC) lists the following additional course resource as an information item, Cross-listed courses operating policy: <http://www.ufv.ca/media/assets/senate/uec/resources/Cross-listed+Courses+Policy.pdf.pdf>

Over the years the cross-listing of these courses has resulted in the following problems:

- Students are confused about a cross-listed course being required or suggested for entry into the teacher education program.
- Students, faculty, and staff at UFV make the assumption that a course with the prefix EDUC belongs to the TED. This problem affects reports and requests produced by the registrar's office, institutional research, and the Dean's Office.
- There continues to be confusion at UFV about who "owns" these cross-listed EDUC courses. TED still receives questions from other departments about these courses, even though we do not own them.
- Students have enrolled in an EDUC course and later requested the Office of the Registrar to change the transcript to reflect the other course prefix.
- A cross-listed course makes articulation with other universities difficult. TED has fielded questions about how other institutions look at cross-listed courses.
- TQS and TRB requirements stipulate a specific number of credits that have to be discipline specific. Graduates from UFV have had issues with upper level EDUC courses, which they had hoped would also be recognized in the other discipline.

The last three problems cause the greatest concern as they involve outside agencies and external certifications. As the TRB is responsible for actually certifying applicants, they examine two different things: (a) completion of an accredited teacher education program, and (b) the appropriate distribution of subject area credits. This second component means that students are disadvantaged to have (for example) EDUC 323 in their transcript as it is not recognized by the TRB as a History course. In a situation like this, students would need to go to the Registrar's Office and pay a fine to alter their transcript to reflect the HIS prefix so that the subject area breadth requirement is met. Given the restrictions placed on courses with the EDUC prefix by the TRB, use of this prefix needs to be carefully monitored.

As a result, the TED is requesting the following:

1. That the EDUC prefix be used only at the discretion of the TED.
2. That EDUC 275, 290, and 291 officially belong to the TED. This requires the School of Social Work and Human Services to formally remove FNST 275.
3. That the cross-listing use of EDUC cease.
4. Finally, that all courses currently cross-listed with EDUC have that prefix removed.

This initiative was approved by the Faculty of Professional Studies at our March 18<sup>th</sup>, 2016 faculty council meeting. In addition, Tracy Ryder Glass, Dean for the Faculty of Professional

Studies, has provided her support for this initiative. In addition, all departments or areas (Indigenous Affairs Office) affected by this initiative have been contacted.

**Email Trail****EDUC 323: Cross listed with the History Department****Contacted: Chris Leach and Robin Anderson**

Hi Both, no I have no problem with this at all. As you say Sheryl, HIST/EDUC 323 is a bit of residual cross-listing from an earlier time when the TED was just being born.... I did drop by the TED area on Friday afternoon and had a chat with Barbara Salingre about it. I told her that my only concern really is with students who have told me quite often that they like having the option to declare the course one way or the other -- there are some advantages (but also some confusions I realize) to cross-listing for the students themselves. But honestly, the list of administrative disadvantages you Sheryl cite below outweighs that flexibility. The fact is that most students have always taken 323 as a HIST course (25 HIST to 9 EDUC this semester), partly because of the seat reserves but also because we run the course with no prerequisites other than 45 university credits....

The point Chris raises about institutional direction and priorities is an interesting one however. We are all being encouraged to think creatively about multi- and inter-disciplinarity, of building concrete integrative overlaps between disciplines and areas, and our cross-listed 323 is the only real structural integration we have in the History program. sniff....

See you all on Tuesday :-)

Robin

From: Sheryl MacMath  
Sent: January 22, 2016 4:57 PM  
To: Chris Leach  
Cc: Robin Anderson  
Subject: Re: EDUC 323

Hiddy ho,

As part of our admissions and advising for students, HIST 323 is still referenced, suggested, and encouraged. That aspect would not change. I look forward to Robin's comments. Thank you.

Take care,  
Sheryl

[Sheryl.macmath@ufv.ca](mailto:Sheryl.macmath@ufv.ca)<<mailto:Sheryl.macmath@ufv.ca>>  
Department Head, Teacher Education  
University of the Fraser Valley

On Jan 21, 2016, at 9:28 PM, Chris Leach <[Chris.Leach@ufv.ca](mailto:Chris.Leach@ufv.ca)<<mailto:Chris.Leach@ufv.ca>>> wrote:

Hi Sheryl,

Obviously this move would be a shame for HIST 323 taught by Robin. While I could imagine that the course would still enrol well, the interdisciplinary link with TED has obviously worked to the benefit of both departments. It also supports the broader vision of the UFV as expressed in many documents and the new Vision 2025.

I have CCed Robin on this as I am sure he will offer some thoughts. Of course, it seems that your department has made the decision and that there is little for us to say.

Over to you Robin.  
Cheers,  
Chris

**EDUC 362: Cross listed with the Philosophy Department**  
**Contacted: Anastasia Anderson**

Hi Sheryl,

I have consulted with Jeff Morgan (who teaches PHIL/EDUC 362). We support your request to discontinue the cross-listing.

I am very happy to hear that your advisors will continue to recommend the course to prospective teachers. Is there a list somewhere of courses that are recommended to those students interested in applying for admission to your programs? If there is a list and a link to it, perhaps we could add that link to the information about the course that we have on our webpage.

Best,

Anastasia

Anastasia Anderson  
Department Head - Philosophy  
University of the Fraser Valley  
33844 King Road  
Abbotsford, BC  
Canada, V2S 7M8  
Phone: (604) 792-0025 (ext. 4320)

**EDUC 333 and 433: Cross Listed with Sociology**  
**Contacted: Martha Dow**

Hi Sheryl,

We have no concerns but wondered what your timetable is as 333 and 433 are due for revisions so we thought we would try to move our changes through at the same time to streamline the process ... thoughts?

Thanks for checking in,

Martha

**EDUC 275: Cross listed with Social Work and Human Services**  
**Contacted: John Hogg**

Hi Sheryl,

This was discussed at the SWHS Curriculum Committee yesterday.

Please accept this as confirmation of SWHS' support of the request outlined below re: EDUC taking ownership of EDUC 275 and FNST not being offered any longer. Support for this is given with the understanding that Shirley Hardman has been consulted and is in agreement.

Please let me know if you need anything further.

Thanks.

John

**EDUC 379: Cross listed with English**  
**Contacted: Hilary Turner**

Hi Sheryl,

I passed this along to Rhonda Schuller who was the course designer of English 379. She supports the discontinuation of the cross-listing, as do I.

We've also been trying to simplify our program: I totally agree that it is a complicated process. I hope we've made it a tiny bit easier with this bit of support.

Hilary

**EDUC 290 and 292: Controlled by First Nation Studies**  
**Contacted: Shirley Hardman**

Ey swayel Sheryl. Very nice to speak with you and Barbara this afternoon. Thank you for taking the time to ensure the voices from multiple areas when making your decisions about TED curriculum.

Following our discussion and recognizing the TED needs, stemming from the recommendations contained in the TED program review, I support the following actions:

1. That TED has sole ownership of EDUC 290 and EDUC 291
2. That EDUC 290 and EDUC 291 will NOT be cross-listed
3. That TED seek sole ownership of EDUC / FNST 275

As we discussed in our meeting today these three courses are designed to fit into the DSTC program that was originally approved by the BCCT in 2006. They are also integral to UFV's ACLS diploma. It seems germane that until decisions are made around Indigenous language education at UFV as well as the determination of the status of the ACLS diploma that these courses remain available to delivered at a later date.

Thank you to your commitment to communication and good working relations. Ey Si:yam  
Hoych'ka Si:yam.

**EDUC 230: Cross Listed with Library and Information Technology**  
**Contacted: Kenneth Gariepy**

**Date:** Feb. 11, 2016

**To:** Dr. Sheryl MacMath, Head  
Teacher Education Department (TED)

**From:** Dr. Kenneth Gariepy, Head  
Department of Library & Information Technology (LibIT)

**RE:** Feedback on proposed cancellaton of cross-listing for LIBT/EDUC 230 - Information Services for Children

Thank you for consulting LibiT about TED's proposal to remove cross-listing of LIBT/EDUC 230.

The following written submissions point to the Department's questions and concerns about the change, especially as these relate to (a) advising, (b) the administration of cross-listed courses, and (c) institutional goals related to interdisciplinarity.

**Advising**

1. "If cross listing assists students in finding courses that are helpful and directly relevant to studies in education, I am concerned about how students, not yet in a TED program, will find this course."
2. "Should cross listing be removed, there needs to be a way to help Education students identify relevant courses, like LIBT/EDUC 230, that offer valuable interdisciplinary perspectives on topics like literacy and information services for children. We know, from past experience, that this is difficult for undergraduate students who receive less and less personalized advising and/or are not yet part of a specific program."
3. "It is incorrect that this course was developed before an 'education program'. I worked in consultation with Education when there was an education program (the elementary option) and, in doing so, received approval from the Teacher Regulation Branch so that this course can [be] applied as fulfilling an entry requirement for the Teacher Education Program. It was a conscious

development that was intended to assist students interested in working with children to become familiar with children's literature and programming that is directly relevant to literacy education.”

#### **Administration of Cross-listed Courses**

1. “The matters of department 'ownership' and pedagogic control should not trump the value that I believe this course has for education students. I would like to see a plan initiated that explores its role before cross listing is eliminated.”
2. “The comment has been made in various meetings that, in the context of TED’s efforts to convert its teaching certificate program into a Bachelor of Ed., the Ministry recommends that TED remove all cross-listing; however, this isn’t substantiated in TED’s request to the Department of LibIT. The request only indicates that cancelling cross-listing is a recommendation in the TED program review. More information is required about what the Ministry actually recommends and whether or not continued cross-listing of courses such as LIBT/EDUC 230 really jeopardizes the Ministry’s approval of the BED proposal.”
3. “Certainly, there are administrative problems with cross-listing; however, UFV seems committed to improving and streamlining the system, as indicated in the draft report of the Scheduling and Registration Task Force.
4. “LibIT is managing the registrations, wait list, advertising, etc. for the course, so TED doesn’t have to do anything.”
5. “LibIT is running a senior-level, cross-listed, special topics course right now with Business, so I don’t see why we can’t continue to run LIBT/EDUC 230 with TED.”
6. “The course is regularly offered online, which improves accessibility and makes it more convenient for LibIT and TED students.”

#### **Interdisciplinarity**

1. “Interdisciplinarity and Cross-Departmental/Faculty Cooperation” are goals of the current Education Plan, *Students & Community: Education Planning at UFV, 2011-2015*. Interdisciplinarity is also a goal of the draft 2016-2020 Education Plan. The latest plan states, “UFV supports and develops opportunities for collaborative and interdisciplinary work. This involves collaboration around research, programming, learning, and community development” (emphasis added). Removal of cross-listing in LIBT/EDUC 230 could affect both departments’ ability to operationalize and meet institutional-level goals related to interdisciplinarity.”
7. “I’m not sure if operational concerns like reporting are the right reasons for limiting interdisciplinary efforts. Since the institution is interested in such efforts, I wonder if there is another way that this course can better serve education students?”

I hope that arranging the feedback in categories helps your department to prepare its response.

**Response: Feb 17<sup>th</sup>**

Hiddy Ho Kenneth,

Thank you very much for your thoughtful reply; it is much appreciated. I have reviewed each of your key points and address them below. I look forward to LIBT's response. Thank you for your attention to this request.

1. Advising: (1 + 2) The first two notes under advising are not a concern. Over 80% of students who are planning to enter our professional year program meet with Barbara Salingre, our advisor. Currently LIBT 230 is recommended regularly. This also occurs during teacher education seminars. This would not change as the content of the course is not changing. The only thing is to remove the EDUC prefix. Currently, those students who do notice the EDUC prefix for this course are more confused than anything as it looks as though the course is part of the professional year...which it is not. Students interested in pursuing education will still be directed to LIBT 230. In addition, TED will be working with the BGS curriculum group over the next two years to develop an education thematic option. LIBT 230 would be included in that thematic option given its current content. (3) The comment in this section we found confusing as it is incorrect. The Teacher Regulation Branch (TRB) has a few mandated courses that must be taken prior to the professional year; however, LIBT 230 or EDUC 230 are not a part of these at all. While the content of the course was deliberately connected to education, it has received no "approval" or "designation" with the TRB. Removing the EDUC prefix does not change the content nor does it have any impact on the TRB or program requirements.
2. Administration of cross-listed courses: (1) As we are requesting control over the EDUC prefix, ownership and is an important issue. The EDUC cross listing was, at best, to provide some direction for students looking to complete their teacher education in the future. Given the strength of our advising, this is no longer necessary and, as mentioned above, actually is misleading for students more than it is helpful. There is no value in having an "EDUC" prefix to the course. By our understanding, very few students choose to have that prefix for the course making this of little issue in the future. (2) This comment is incorrect. The removal of cross listing has nothing to do with the Ministry or the TRB or the BEd. The BEd deals with the professional year only and no other courses are relevant. Not sure where this comment came from. From our program review (completed in 2014) student and university feedback identified the confusion that the cross listing has and, as a result, it is one of the recommendations of the program review. It has nothing to do with the BEd and has no connection to the Ministry. (3) The scheduling and registration task force is not addressing the challenges with cross listing and, as such, will not address the confusion that is caused. (4) This is a critical point that I will address under interdisciplinarity as it contradicts that section. (5) This is a separate issue...if it is working fine with business, that is not of concern to us. Students provided survey feedback identifying the problem with it...we are addressing that feedback. (6) Whether the course is offered online or not is not relevant to the use of the EDUC prefix or the cross listing.
3. Interdisciplinarity: (1 + 2) Interdisciplinarity implies that there is an integration or mixing of disciplines. That is not the case. As noted in your 4<sup>th</sup> comment under administration, LIBT created and administers this course independently from teacher education. We have nothing to do with the content, revision, or implementation of this course. I agree that there is an overlap between library and education...that is a given; however, this course did not emerge from cross-faculty or cross-department cooperation.

It is a LIBT course, designed in the late 1990s. When the teacher education program first came into existence it was revised in 2007 to add the cross-listed EDUC prefix. Probably with the hope of increasing enrolment due to that connection. However, it is in no way an integration of our two departments. If we were to work on a course like that in the future, as in alignment with the goals of the 2025 committee...that would be great; however, as noted in your point #4 under administration, this course has nothing to do with our department. As such, concerns over removing interdisciplinarity, we would disagree.

**Mar. 9, 2016**

To: Dr. Sheryl MacMath, Head, Teacher Education Department (TED)

From: Dr. Kenneth Gariepy, Head, Department of Library & Information Technology (LibIT)

RE: Feedback on proposed cancellation of cross-listing for LIBT/EDUC 230 - Information Services for Children

Thank you for your response to the Department's initial feedback on TED's proposal to remove cross-listing of LIBT/EDUC 230.

This memo is a response to both the counterpoints made in your Feb. 17th e-mail and your initial request, which is for LibIT's support of the proposal. Like the previous submission, this memo is arranged in three sections: (a) advising, (b) administration, and (c) interdisciplinarity. Given your wish that we provide feedback in time for the March 18th Faculty Council meeting, this must be the Department's final commentary.

#### Advising

We appreciate TED's assurance that "students interested in pursuing education [would] still be directed to LIBT 230" by its advisor(s) if cross-listing is removed. We also welcome TED's intention to "[work] with the BGS curriculum group over the next two years to develop an education thematic option" that would see "LIBT 230 ... included ... given its current content," even if cross-listing is discontinued. Of course, we anticipate that LibIT would be a full participant in such an interdisciplinary initiative.

We do not wish to belabour the history of the course's development and whether or not it received any formal approval by the Teacher Regulation Branch when it was last revised.

#### Administration

With respect, the Department does not agree with TED's statement that cross-listing is "misleading for students more than it is helpful." Nor do we agree that there is "no value in having an EDUC prefix to the course." By pointing to LIBT 399C/BUS 390L as an example of another successfully cross-listed course, we maintain that administrative inconveniences, such as differences in "reports and requests produced by the Registrar's Office, Institutional Research, and the Dean's office," as noted in TED's initial memo, as well as any "confusion that the cross listing has" for TED students, can be overcome. In our opinion, these challenges do not outweigh the potential benefits that students receive by taking a course that pushes disciplinary boundaries, however presently defined or delineated.

In referring to the asynchronous, online version of LIBT/EDUC 230, we mean to highlight the course's role in serving the needs of TED students who prefer to take some EDUC courses off campus. As such, we believe that cross-listing plays a role in improving overall access to education about early childhood literacy, children's programming, children's literature, and the other topics addressed in the course. We disagree that "whether the course is offered online or not is not relevant to the use of the EDUC prefix or the cross-listing."

#### Interdisciplinarity

While we acknowledge that the Official Course Outline for LIBT/EDUC 230 requires updating, we would like to assure TED that the task is mandated in our own Program & Unit Reviews and that the LibIT Department would welcome the opportunity to work co-operatively with TED faculty on the next revision of the course. We would also point to scholarly and practical contestation over the notion of interdisciplinarity as representing an interesting and exciting intellectual space for such an interdepartmental initiative. In this way, we also reiterate our support for "Interdisciplinary and Cross-Departmental/Faculty Cooperation" as goals of the current Education Plan, Students & Community: Education Planning at UFV, 2011-2015.

#### Summary

Insofar as it is a recommendation of its Program Review, we recognize TED's interest in the removal of cross-listing. However, our position is that although cross-listing might create some administrative challenges and LIBT/EDUC 230 could be differently imagined as an interdisciplinary course, the benefits of maintaining the status quo beg careful reconsideration.

**From:** Amanda Grimson  
**Sent:** April 13, 2016 3:14 PM  
**To:** Kenneth Gariepy <[Kenneth.Gariepy@ufv.ca](mailto:Kenneth.Gariepy@ufv.ca)>  
**Subject:** FW: EDUC Cross-listed Courses

Hi Kenneth,

This proposal was forwarded to the Screening Subcommittee from the Professional Studies Faculty Council, and has now been sent on to CWC prior to UEC. Given the included responses from your department, the Screening Subcommittee wondered if you are still disputing this change, or if you are satisfied with it proceeding. (This will inform the discussion at UEC.)

Thanks,  
Amanda

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On Apr 19, 2016, at 12:16 PM, Kenneth Gariepy <[Kenneth.Gariepy@ufv.ca](mailto:Kenneth.Gariepy@ufv.ca)> wrote:

Hi, Amanda.

Despite the outcome of the Council vote, the Dept. of Library & Information Technology's position hasn't changed regarding the elimination of cross-listing in TED. To reiterate, we are opposed to setting a precedent whereby an academic unit can eliminate all cross-listing on the grounds that it is administratively inconvenient and/or prevents that unit from having total control over course content. Overcoming such challenges might require changes to UFV policies and procedures (e.g., *UPAC Operating Policy: Cross-listed Courses*), but they are not insurmountable. Nor do they outweigh the benefits of cross-listing to teaching, service, and scholarship.

Respectfully submitted,

Kenneth

**Dr. Kenneth D. Gariepy, PhD**  
Department Head & Assistant Professor  
Dept. of Library & Info. Technology | University of the Fraser Valley  
C-2456, 33844 King Rd. | Abbotsford, BC Canada V2S 7M8  
Phone: 1-604-557-4042 | Toll free: 1-888-504-7441 Ext. 404 | [Web](#)

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**From:** Sheryl MacMath  
**Sent:** April 19, 2016 12:33 PM  
**Subject:** Re: EDUC Cross-listed Courses - [Cancellation of]

Hiddy ho Kenneth,

Thank you for your response below. It is unfortunate that when this was brought to faculty council you were unable to be in attendance. As you were not there, I feel it is important to outline the key points that were shared at faculty council that you were not able to hear.

We reiterated that it is NOT because of an administrative challenge that we are requesting the removal of EDUC cross listing (that is an added benefit, but not the motivator). The primary motivator for this request involves the difficulties experienced by students.

Every year we have students who have to pay money to the registrars office to remove the EDUC listing from their transcript. The teacher regulation branch (TRB, responsible for certifying BC teachers) does not recognize EDUC courses

prior to the program. To the TRB they are like nonexistent credits. Instead, the TRB requires a specific spread and breadth of subject area disciplines. For example, if a student took a course that was cross listed between EDUC and history, and they chose the EDUC acronym, in many cases they have to pay money to the registrars office to have it changed back to history because otherwise they lack the requisite number of history credits to be certified by the TRB.

It is not about entrance requirements to our education program, but instead the requisite courses required by the TRB beyond our program completion. We feel it is a social justice issue that students have to pay so that we as a university can enjoy the cross listing of these courses. The reason we wish to have final say over the EDUC acronym is to ensure that students wanting to become teachers are not consistently disadvantaged every single time they choose the EDUC acronym.

We don't expect other programs to be aware of these intricacies with the TRB making it understandable that you were not aware of the consistent cost this has had for students. If anything, it is for this reason that it is important that the department with the greatest understanding of the TRB is responsible for making decisions around the EDUC acronym. I hope this has been informative, shedding light on the discussion you missed. Thank you.

Take care,  
Sheryl  
[Sheryl.macmath@ufv.ca](mailto:Sheryl.macmath@ufv.ca)

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**From:** Kenneth Gariepy  
**Sent:** April-19-16 1:31 PM  
**Subject:** RE: EDUC Cross-listed Courses - [Cancellation of]

Dear Sheryl,

Thank you for your response and your perspective on the discussion that occurred during the Faculty Council meeting last month.

In our view, the TED's written justifications for removing cross-listing, including those related to some students' transcripts and any associated change fees, are, ultimately, administrative matters. We suggest that they might be better addressed through policy and procedural changes at UFV, the TRB, and, possibly, the BCCAT, instead of via the blanket removal of cross-listing. As indicated in our previous responses, we remain concerned that such a change would have the effect of reducing opportunities in-and outside the Faculty for interdepartmental, interdisciplinary co-operation, which benefits both TED and non-TED students and faculty.

Respectfully yours,

Kenneth

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**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: January 25, 2016

**Subject: Social Services Diploma**

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

- ☐ Program revision that requires new resources
- ☒ Addition of new course options or deletion or substitution of a required course
- ☐ 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):

At the request of the Department of Psychology, the School of Social Work & Human Services agreed to add PSYC 102 as an option for completing the Psychology requirement of the Social Services Diploma and the Social Services Diploma – First Nations Option.

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?

This diploma is available with a First Nations option.

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 program 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 impact to enrolments expected. This change was requested by the Department Head of Psychology.

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 Template

**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**

Social Services Diploma

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

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

The Social Services diploma is a two-year, 62-credit program (combining practical skill-development and university-level courses) that prepares you to work at the para-professional level in social service occupations. Career opportunities include special education assistant, teacher aide, financial assistance worker, community service worker, residential service worker, case aide, activity worker, seniors' supervisor, home support coordinator, social work assistant, mental health worker, and family support worker.

The program also provides an opportunity for students preparing for professional degrees to acquire practical job-related skills while earning university-level credits.

A [First Nations](#) option is also available within the Social Services diploma.

**Transfer credit**

With careful planning, up to 54 credits can be transferred to the [Bachelor of Social Work](#) program. Students are also advised to check eligibility for specific transfer credit through the BCCAT website ([bctransferguide.ca](http://bctransferguide.ca)). The amount of transfer credit you will receive depends on your choice of courses. Consultation with the Program Advisor is recommended.

Students wishing to challenge a Social Services course must have their application for challenge approved by the School. Students planning to transfer credit from another institution should contact the Office of the Registrar for more information.

**6. Entrance requirements**

1. 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.

2. Be physically and emotionally prepared to undertake a program of studies.

~~4-3.~~ Meet the prerequisites for [CMNS 155](#) or [ENGL 105](#).

~~5-4.~~ Complete and include all documentation (see How to apply below).

Note: Please see the [Practicum regulations](#) section 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; available at [ufv.ca/admissions/forms](http://ufv.ca/admissions/forms)).

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 School 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. Professional 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.

**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. Books and additional supplies cost approximately \$150 per course. There will also be other expenses such as travelling to practicum sites and field trips.

**Workload and classroom expectations**

Full-time students should be prepared to spend about 20 hours per week in class, and about 20 to 35 hours outside of class in independent learning. Full-time students take five or six courses each semester. First-year students will take their practicum plus three courses in the winter semester. Second-year students will take their practicum plus three courses in the fall semester. The practicum requires two full days in the field and students must make themselves available during this time. In addition to the field work, practicum students must attend a weekly 80-minute practicum seminar.

**Practicum regulations**

Acceptance into the program does not guarantee practicum placement. If you are not 19 before October 31, we will not be able to place you. Placement into a practicum will be at the discretion of the instructor. 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. Acceptance into the program does not guarantee practicum placement. A criminal record check completed through the Ministry of Justice is required prior to practicum placement.

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 currently working in the field, or with significant work experience, may be able to challenge the second practicum. Regulations concerning challenge opportunities will be discussed in the seminar class. Challenge options are to be discussed with the instructor.

Note: Acceptance into the program does not guarantee practicum placement. A criminal record check completed through the Ministry of Justice is required prior to practicum placement.

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

Two years, 62 credits.

**12. Dates and Location (if applicable)**

Admission to the program is for the September semester only. The program year is from September through April. Part-time Social Service diploma students may enrol in any available social services course provided they meet the stated prerequisite and there is space. Part-time students may not be able to access courses in sequence. Social Services Studies students and students in other programs may be able to enrol in some social service courses if they meet the stated pre-requisite and there is space.

The diploma program is offered at both the Abbotsford and Chilliwack campuses. You must indicate on your application form which campus you wish to attend. Acceptance into the program on a specified campus does not guarantee that all your non-SWHS courses will be available on that campus. Students are expected to complete required SWHS courses and practica at the campus to which they are admitted to (i.e., Chilliwack students will complete required SWHS courses and practica in Chilliwack; Abbotsford students will complete required SWHS courses and practica in either Abbotsford or Mission). While efforts are made to ensure adequate reserved seats, students are not guaranteed seats in courses (including core courses) and may not be able to access courses in sequence. It may not be possible to complete the program in two years or as planned.

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

| Course   | Title (full titles as listed on official course outlines) | Credits |
|----------|-----------------------------------------------------------|---------|
| CMNS 155 | Introduction to Workplace and Academic Communication      |         |

|                    |                                                |    |
|--------------------|------------------------------------------------|----|
| <b>or ENGL 105</b> | Academic Writing                               | 3  |
| SOWK 110           | Introduction to Social Work and Human Services | 3  |
| SOWK 225           | Human Behaviour and the Social Environment     | 3  |
| HSER 120           | Introduction to Interpersonal Communications   | 3  |
| HSER 129           | Practicum Seminar                              | 1  |
| SOC 101            | Introductory Sociology                         | 3  |
| Total              |                                                | 16 |

**Semester II**

| <b>Course</b>             | <b>Title (full titles as listed on official course outlines)</b> | <b>Credits</b>  |
|---------------------------|------------------------------------------------------------------|-----------------|
| HSER 130                  | Practicum I (2 days/week)                                        | 6               |
| PSYC 101                  | Introduction to Psychology I                                     | 3               |
| <b><u>or PSYC 102</u></b> | <b><u>Introduction to Psychology II</u></b>                      | <b><u>3</u></b> |
| Elective                  | (see Note on electives, below)                                   | 3               |
| Elective                  | (see Note on electives)                                          | 3               |
| Total                     |                                                                  | 15              |

**Second year**
**Summer Semester**

| <b>Course</b> | <b>Title (full titles as listed on official course outlines)</b> | <b>Credits</b> |
|---------------|------------------------------------------------------------------|----------------|
| HSER 229      | Seminar (online)                                                 | 1              |
| Total         |                                                                  | 1              |

**Semester III**

| <b>Course</b> | <b>Title (full titles as listed on official course outlines)</b> | <b>Credits</b> |
|---------------|------------------------------------------------------------------|----------------|
| HSER 200      | Counselling Skills                                               | 3              |
| HSER 230      | Practicum II (2 days/week)                                       | 6              |
| SOWK 283      | Family Dynamics (or semester IV) (see Note)                      | 3              |
| PHIL          | Philosophy Requirement (see Note on electives)                   | 3              |
| Total         |                                                                  | 15             |

Note: Students must complete SOWK 283, which is offered on alternating campuses.

**Semester IV**

| <b>Course</b> | <b>Title (full titles as listed on official course outlines)</b> | <b>Credits</b> |
|---------------|------------------------------------------------------------------|----------------|
| CMNS 251      | Professional Report Writing                                      | 3              |
| HSER 250      | Integration of Social Services Theory and Practice               | 3              |

|               |                                |    |
|---------------|--------------------------------|----|
| SOWK 210      | Introduction to Social Welfare | 3  |
| Elective      | (see Note on electives)        | 3  |
| Elective      | (see Note on electives)        | 3  |
| Total         |                                | 15 |
|               |                                |    |
| Program Total |                                | 62 |

**Note on electives:** Students will take one philosophy course and four electives in their diploma program. The electives are divided into three groups: (1) Philosophy requirement; (2) Group A: data manipulation requirement; and (3) Group B: other electives.

### **Electives**

#### **Philosophy requirement (choose one):**

PHIL 100 (Reasoning)

PHIL 110 (Morality and Politics)

PHIL 120 (Knowledge and Reality)

PHIL 210 (Contemporary Issues in Morality and Politics)

PHIL 240 (Faith and Reason: Philosophy of Religion)

#### **Group A: Data manipulation requirement (choose one):**

ASTR 103, 104

BIO 105, 111, 112

CHEM 100, 101

CIS 100, 110 or BUS 160

COMP 100, 150

ECON 101, 102

GEOG 101, 102, 201, 202, 253

KPE 163, 170, 270

MATH 105, 110, 111, 112, 115, 116, 125

PHYS 101

PSYC 110, 202, 210, 220

• STAT 104, 106

#### **Group B: Other electives (choose three):**

The remaining electives can be chosen from the following university-level disciplines, but no more than two electives can be from the same discipline (with the exception of FNST courses): adult education, anthropology, art history, biology, chemistry, child and youth care, computing science, criminology, economics, English, geography, history, kinesiology, languages, Latin American studies, media and communications, philosophy, physics, political science, psychology, sociology, and theatre.

Students may also choose their elective courses from the following:

| Course   | Title                                                            | Credits |
|----------|------------------------------------------------------------------|---------|
| FNST 101 | Stó:lō Nation Development                                        | 3       |
| FNST 102 | Stó:lō Traditional Ways of Healing and Helping                   | 3       |
| FNST 201 | Aboriginal Communities: Stó:lō World View                        | 3       |
| FNST 202 | Stó:lō Social Structure                                          | 3       |
| HSER 160 | Introduction to Gerontology                                      | 3       |
| HSER 190 | Introduction to Community Support                                | 3       |
| HSER 192 | Supporting Learner Development                                   | 3       |
| HSER 195 | Relationships and the Community                                  | 3       |
| HSER 196 | Personal Care for Persons with Disabilities                      | 3       |
| INCS 392 | Immigration and Social Integration: the Indo-Canadian Experience | 3       |
| SOWK 301 | Social Work Practice with Groups                                 | 3       |
| SOWK 394 | Substance Misuse Issues                                          | 3       |

Note: Students intending to apply to the BSW program need to include the following electives: PSYC 110 or STAT 104 (or equivalent introductory statistics), plus three qualifying university-level arts and sciences electives.

Please contact the School of Social Work and Human Services regarding appropriate arts and sciences electives.

Note: UFV cannot guarantee that all courses can be scheduled as outlined. Students may take courses in any order as long as individual course prerequisites are met; however, students should note that taking courses out of the recommended sequence may result in delay of program completion.

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

First Nations Option

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

##### **a. Continuance and probation**

##### **Continuance in program**

A GPA of 2.0 (C average) is required for practicum placement and graduation. Please note that entrance requirements for the Social Work degree program stipulate a minimum GPA of 2.67. All core courses (SOWK 110, 210; HSER 120, 200) must be completed with a grade of C or better. Students who are not making satisfactory progress may be required to withdraw from the program. Unsatisfactory progress includes:

- having been placed on program warning for inappropriate classroom conduct

- failing two or more core courses in one semester
- failing a required course twice
- failing to make the required grade in a core course twice
- failing a practicum
- failing to maintain a 2.0 GPA

**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 \(92\)](#).

**Academic regulations**

Students may elect to take this program on either a part- or full-time basis; however, students are expected to do a practicum in the second semester of their first year. In order to fill that requirement, students must have completed SOWK 110; HSER 120, HSER 129, and CMNS 155 or ENGL 105. Students who are unable to complete these courses in the first semester in the program should postpone their application to the program until they have taken some of the above courses as Social Services Studies students. Taking these courses does not guarantee you will be accepted into the program. Students have a maximum of four years to complete the program requirements that were in place when they entered the program.

Students wishing to work with children or the mentally or physically challenged are encouraged to acquire a Class IV driver's licence and a Standard First Aid certificate. They should include HSER 196 as a recommended elective. In addition, keyboarding and computer skills are considered useful skills by most employers and practicum agencies.

**b. Course repetition**

Standard.

**c. Readmission**

Standard.

**d. Residency**

Students are required to complete a minimum of 62 credits, and at least 50% of these must be completed at UFV.

**e. Graduation requirements****f. Maximum length of time to complete program**

Standard.

### **Calendar Copy Template**

**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**

Social Services Diploma – First Nations Option

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

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

This 62-credit program is designed to prepare Indigenous students, or those with strong ties to Indigenous communities, to work with Indigenous peoples to enhance self-reliance of Indigenous peoples and communities, both on and off reserves. Working from a Stó:lō perspective, graduates of the First Nations option will work with individuals and groups on issues of concern to Indigenous communities, including child and sexual abuse, substance abuse, family violence, wellness issues, and economic development. As Indigenous peoples assume more responsibility for their child welfare, health care, and education services, the demand will grow for Indigenous social service workers to provide services to the community in a culturally appropriate way.

This program will provide students with direct employment-related skills while at the same time allowing them to earn up to one and a half years of credit towards a BSW at UFV. Thus a student who is interested in becoming a professional social worker will be able to develop skills and seek employment as an Indigenous social service worker before going on to a professional degree.

Emphasis in the program will be on providing specific skills and knowledge for working with Indigenous communities on issues of concern to Indigenous peoples and at the same time providing a working knowledge of the larger social scene. Since many of the First Nations option courses are also offered in the Social Services diploma program, students will be taking these courses together.

Given the nature of employment in this field, it is expected that the program will be of interest to mature students who bring with them a wealth of life experience. Prior learning assessment will be available to facilitate turning learning derived from experience into academic credit

**6. Entrance requirements**

1. 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.

2. Be physically and emotionally prepared to undertake a program of studies.

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

4. Complete and include all documentation (see How to apply below).

**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; available at [ufv.ca/admissions/forms](http://ufv.ca/admissions/forms)).

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 School 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.

Note: Students interested in this option should apply to the Chilliwack campus.

**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. Professional 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.

Note: Acceptance into the program does not guarantee practicum placement. A criminal record check completed through the Ministry of Justice is required prior to practicum placement.

**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. Books and additional supplies cost approximately \$150 per course. There will also be other expenses such as travelling to practicum sites and field trips.

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

Two years, 62 credits.

**12. Dates and Location** (if applicable)

**13. Program Requirements**

Please refer to the [Social Services diploma](#) for all program requirements.

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

The following courses are required, although the order and timing may vary.

**First year**

**Semester I**

| Course             | Title (full titles as listed on official course outlines) | Credits |
|--------------------|-----------------------------------------------------------|---------|
| CMNS 155           | Introduction to Workplace and Academic Communication      |         |
| <b>or</b> ENGL 105 | Academic Writing                                          | 3       |
| FNST 101           | Stó:lō Nation Development                                 | 3       |
| SOWK 110           | Introduction to Social Work and Human Services            | 3       |
| Total              |                                                           | 9       |

**Semester II**

| Course                             | Title (full titles as listed on official course outlines) | Credits |
|------------------------------------|-----------------------------------------------------------|---------|
| ANTH 111                           | First Nations in B.C. – Traditional Cultures              |         |
| <b>or</b> ANTH 112                 | Aboriginal Peoples in B.C.: Contemporary Issues           | 3       |
| PSYC 101                           | Introduction to Psychology I                              | 3       |
| <b>or</b> <a href="#">PSYC 102</a> | <a href="#">Introduction to Psychology II</a>             | 3       |
| HSER 120                           | Introduction to Interpersonal Communications              | 3       |
| Total                              |                                                           | 9       |

**Second year**

**Semester III**

| Course   | Title (full titles as listed on official course outlines) | Credits |
|----------|-----------------------------------------------------------|---------|
| HSER 129 | Practicum I Seminar                                       | 1       |
| HSER 200 | Counselling Skills                                        | 3       |

|          |                                                                   |    |
|----------|-------------------------------------------------------------------|----|
| SOC 101  | Introductory Sociology                                            | 3  |
| Elective | Group B (see Note on electives), Social Services diploma elective | 3  |
| Total    |                                                                   | 10 |

**Semester IV**

| Course   | Title (full titles as listed on official course outlines) | Credits |
|----------|-----------------------------------------------------------|---------|
| FNST 102 | Stó:lō Traditional Ways of Healing and Helping            | 3       |
| HSER 130 | Practicum I                                               | 6       |
| SOWK 210 | Introduction to Social Welfare                            | 3       |
| Total    |                                                           | 12      |

**Third Year**
**Summer Semester**

| Course   | Title (full titles as listed on official course outlines) | Credits |
|----------|-----------------------------------------------------------|---------|
| HSER 229 | Seminar (Online)                                          | 1       |
| Total    |                                                           | 1       |

**Semester V**

| Course   | Title (full titles as listed on official course outlines)         | Credits |
|----------|-------------------------------------------------------------------|---------|
| HSER 230 | Practicum II                                                      | 6       |
| FNST 201 | Aboriginal Communications: Stó:lō World View                      | 3       |
| Elective | Group A (see Note on electives), Social Services diploma elective | 3       |
| Total    |                                                                   | 12      |

**Semester VI**

| Course        | Title (full titles as listed on official course outlines) | Credits |
|---------------|-----------------------------------------------------------|---------|
| FNST 202      | Stó:lō Social Structure                                   | 3       |
| HSER 250      | Integration of Social Services Theory and Practice        | 3       |
| CMNS 251      | Professional Report Writing                               | 3       |
| Total         |                                                           | 9       |
|               |                                                           |         |
| Program Total |                                                           | 62      |

**Note on electives:** Students will take one philosophy course and four electives in their diploma program. The electives are divided into three groups: (1) Philosophy requirement; (2) Group A: data manipulation requirement; and (3) Group B: other electives.

**Electives**

Please see [this section](#) of the Social Services diploma for lists of eligible elective courses.

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

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

**a. Continuance and probation**

**Standard**

**Undergraduate continuance**

Standard

**Academic regulations**

Standard

**b. Course repetition**

Standard.

**c. Readmission**

Standard.

**d. Residency**

Standard

**e. Graduation requirements**

Standard

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

Standard.



## MEMO

To: UEC

From: Dr. Sylvie Murray, Program Development and Quality Assurance Coordinator

Date: April 13, 2016

**Subject:** Progress report on UEC Short Programs Subcommittee's recommendations

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The Short Programs Subcommittee of UEC presented a set of recommendations that were accepted by UEC in January 2015 but their implementation was contingent on revision of key policies and related administrative decisions. The related policies are at the following stages of revision:

- *Graduation Awards* policy: currently undergoing a four-week consultation, ending Thursday, April 28. Could be at Senate for approval in June, or Fall if major revisions to draft are required as a result of feedback.
- *Subsequent and Concurrent Degree* policy: revisions nearly completed, should go out for consultation soon. Senate approval anticipated for Fall.
- *Academic Program Reviews* policy: consultation is complete and is ready for submission to Senate in May or June.

The subcommittee's recommendations are provided below with status report in italics following each recommendation:

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

1. That UFV adopt a revised categorization and nomenclature for short programs, as detailed in the document Credential Chart for short programs.

*Included in the draft Graduation Awards policy (64)*

2. That existing programs be revised to conform to the Credential Chart for short programs within three years of the approval of revisions to policy 64. An extension of no more than three years may be granted to programs undergoing or scheduled for review as per the Academic Program and Unit Reviews policy (189).

*Pending approval of revised nomenclature, will be monitored by Office of the Vice-Provost.*

3. That all credit courses and credentials require approval through UFV's internal review and approval process as governed by the Undergraduate Course and Program Approval policy (21) and the Graduate Course and Program Approval policy (209).

*This is being done.*

4. That non-credit credentials also require approval through UFV's internal review and approval process as governed by policy 21. It is further recommended that a definition of "non-credit credential" be added to policy 64.

*Non-credit programs leading to a credential (mostly CE certificates) are already covered by policy 21. The draft Graduation Awards Policy does not include a specific "non-credit" definition.*

5. That, while laddering is a recognized pathway to a higher-level credential, the total number of credits imported into a higher-level credential will not exceed 50% of the total number of credits required for the higher-level credential (e.g., a 1-year, 30-credit certificate laddering into a 60-credit diploma; a 2-year, 60-credit diploma laddering into a 4-year, 120-credit degree). Laddering from a non-credit Continuing Education certificate into a diploma or degree, with approval of the appropriate academic units offering the higher-level credential and as governed by Ministry regulations, is also recognized.

*The draft Graduation Awards Policy includes the following: "In cases not covered by the Subsequent and Concurrent Bachelor Degree policy, a minimum of 50% of the credits for a second or subsequent credential, excluding associate certificates, must be in courses that have not been used to satisfy requirements for another credential."*

The Subcommittee further recommended that:

6. Students graduating with a degree (e.g., bachelor) cannot apply those credits retroactively or concurrently toward a short program credential. We recommend that this issue be addressed through revision of the Subsequent Degree policy (98).

*This has not been addressed in the revision of policy 98 but is partly addressed by the regulation added to policy 64 (see 5. above).*

7. At least 50% of the total number of credits of a short program credential must be on top and above of the credits counted toward another credential (e.g., a post-baccalaureate certificate in relation to a previous degree).

*This is included in the draft Graduation Awards Policy. No restrictions apply to Associate certificates.*

8. That all short programs go through a periodic review to ensure that their stated purpose and content are current and aligned (e.g. alignment with ILOs). We recommend that this be addressed through revision of the Academic Program and Unit Reviews policy (189). We further recommend that the Provost, in consultation with Deans, include short programs in the current "Schedule of Program Reviews".

*All programs (including certificates and diploma) are included in revised Academic Program Reviews policy. The schedule is being revised accordingly.*

9. That credentials that are no longer meeting their purposes or for which usage is low (as recorded in UFV Factbook) be discontinued unless there is a compelling reason to continue offering them. Credentials for which courses are no longer offered should be discontinued unless there is a compelling reason not to. We note that short programs are included in the Program Discontinuance Policy [approved by Senate and currently pending approval by Board of Governors].

*Units responsible for such programs have the responsibility to maintain currency of their offerings. All programs will be reviewed under the Academic Program Reviews process.*

10. That the Certificates in Extended Studies and the “Framework for Extended Studies in a Program” be discontinued, except in the cases of specific disciplines and specializations where there is a clearly identified need for these Certificates. (See 2. Report on Certificate in Extended Studies and Framework).

*Revision to the Graduation Awards Policy includes language to allow for an upgrade from a minor to major, or major to honours. Once revised policy is approved, Certificates in Extended Studies in the Arts should be discontinued; UEC will be asked to recommend discontinuance of the Framework to Senate; other usage of the nomenclature “extended studies certificate” (in Professional Studies programs, for instance) will be reviewed.*

11. That the relevant dean ensures every program be assigned a curriculum committee or an individual responsible for overseeing the program.

*Inclusion in the Academic Program Reviews schedule (see 8. above) will clarify administrative responsibility for short programs.*

12. That the naming of short program credentials be standardized and consistent across UFV platforms and publications.

*Work on this is continuing. A meeting with OREG and Institutional Research and Planning regarding banner entries and retrieval has taken place. The Office of the Vice-Provost will monitor once the new Registrar is in place. This is an operational issue, not policy-related.*

Another update will be presented to UEC in April 2017.