



UNDERGRADUATE EDUCATION COMMITTEE (UEC)
February 26, 2016 - 10:00 AM
A225

AGENDA

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Page

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

5 - 10      **2.1.** UEC draft minutes: January 29, 2016

**3. COURSES AND PROGRAMS**

11 -      **3.1. Biochemistry: Course outlines**

15      New course: BIOC 404, Biomembranes

Changes including title and prerequisites: CHEM 422

MOTION: To approve the BIOC 404 and CHEM 422 course outlines as presented.

16 -      **3.2. Communications: Course outlines**

24      Review with changes including title: CMNS 235

Changes including title and prerequisites: CMNS 335

MOTION: To approve the CMNS 235 and 335 course outlines as presented.

25 -      **3.3. Economics: Course outlines**

28      New course: ECON 199, Selected Topics in Economics

MOTION: To approve the ECON 199 course outline as presented.

29 -      **3.4. History: Course outlines**

34      Changes including title: HIST 235, 236

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

35 -      **3.5. Political Science: Course outlines**

40      Review with changes including prerequisites: POSC 320

Review with changes including title and prerequisites: POSC 330

Page

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

41 -  
52

**3.6. Adult Education: Course outlines**

New course: ADED 215, Foundations of e-Learning

New course: ADED 415, Facilitating e-Learning

Discontinuation: ADED 200 and 441

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

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

53 -  
73

**3.7. Adult Education: Program changes**

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

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

74 -  
95

**3.8. Biology: Course outlines**

Changes including title and prerequisites: BIO 201

Changes including prerequisites: BIO 220

Review with changes including title and prerequisites: BIO 401

Changes including prerequisites: BIO 408, 409

MOTION: To approve the BIO course outlines as presented.

96 -  
98

**3.9. Biology: Program changes**

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

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

99 -  
103

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

Changes including prerequisites: GEOG 340/GDS 340

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

104 -  
110

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

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

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

111 -  
114

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

New course: GD 281, Applied Photography and Video

MOTION: To approve the GD 281 course outline as presented.

Page

115 -  
121

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

Change to program requirements: Graphic and Digital Design diploma

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

122 -  
144

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

New course: BUS 384, Data-Driven Business Decisions

New course: BUS 385, Developing a Digital Presence

Changes including title and prerequisites: BUS 247

Changes including title: BUS 440

Revisions: BUS 434/ECON 434

MOTION: To approve the BUS course outlines as presented.

145 -  
183

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

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

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

184 -  
187

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

Change to prerequisites: SOWK 380

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

188 -  
194

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

Change to entrance requirements: Community Support Worker certificate

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

195 -  
230

**3.18. Arts: Program changes**

Change to program requirements: Bachelor of Arts

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

231 -  
255

**3.19. General Studies: Program changes**

Change to entrance and program requirements: Bachelor of General Studies

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

256 -

**3.20. Kinesiology: Program changes**

Page  
262

Change to entrance requirements: Bachelor of Kinesiology

MOTION: To recommend approval of the changes to the Bachelor of Kinesiology entrance requirements as presented, effective September 2017.

263 -  
299

**3.21. Trades: Program changes**

Change to entrance requirements: Trades programs

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

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

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. Curriculum Quality Subcommittee report**

**4.2. Admissions Subcommittee report**

**4.3. Transfer Credit Subcommittee report**

**4.4. 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))

ADED 360, 405, 410, 420

BIO 360

MATH 075, 076

**6. ADJOURNMENT**

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



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

January 29, 2016  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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

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

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

##### **2.1. UEC draft minutes: Dec. 18, 2015**

Carried

##### **MOTION:**

To approve the draft minutes as presented.  
CARRIED

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

##### **3.1. Anthropology**

Changes including prerequisites and course number: ANTH 368/SOC 368  
Discontinuation: ANTH 100, 101, 203, 225, 267, 341, 402, 403, 425, 469

##### **MOTION:**

To approve the changes to ANTH 368/SOC 368.  
CARRIED

##### **MOTION:**

To approve the discontinuation of the ANTH courses as presented.  
CARRIED

##### **3.2. Computer Information Systems**

Changes including prerequisites: CIS 192

##### **MOTION:**

To approve the CIS 192 course outline as presented.  
CARRIED

##### **3.3. Computing Science**

Changes including prerequisites: COMP 251  
New course: COMP 482, Natural Language Processing

There were concerns about the part of the COMP 251 rationale that indicated COMP 125 was being added as a prerequisite to ensure that students take it early in their program. UEC does not consider this a valid reason for a prerequisite, as prereqs should only be included if they are required for success in the course. However, UEC agreed that this change is justified by the part of the rationale that indicated a need for familiarity with basic analysis of algorithms. This discussion will be passed on to the Computing Science department as feedback for future proposals.

Some editorial changes to the learning outcomes of COMP 251 were also suggested. As the department was not available to agree to the suggestions, they will be asked whether the changes are appropriate, and editorial revisions can be approved by the UEC Screening Subcommittee.

**MOTION:**

To approve the COMP 251 course outline as presented.  
CARRIED

**MOTION:**

To approve the COMP 482 course outline as presented.  
CARRIED

**3.4. Geography**

Review with changes including title and prerequisites: GEOG 312  
Review with changes including prerequisites: GEOG 315

**MOTION:**

To approve the GEOG course outlines as presented.  
CARRIED

**3.5. Health Sciences**

New course: HSC 211, Pathophysiology  
Changes including title, credits, prerequisites, corequisites, and total hours:  
NURS 201  
Changes including credits, prerequisites, corequisites, and total hours: NURS 202  
Changes including prerequisites, corequisites, and total hours: NURS 203  
Changes including title, credits, prerequisites, and total hours: NURS 204  
Changes including title, credits, prerequisites, and total hours: NURS 205  
Changes including prerequisites and total hours: NURS 206  
Changes including title and credits: HCA 130  
Changes including title and prerequisites: HCA 131  
Changes including credits: HCA 132

**MOTION:**

To approve the HSC 211 course outline as presented.  
CARRIED

**MOTION:**

To approve the NURS course outlines as presented.

CARRIED

**MOTION:**

To approve the HCA course outlines as presented.

CARRIED

**3.6. Plumbing and Piping**

New course: PLMB 117, Hydronic System Design

Concerns were raised regarding the inclusion of PLMB 112 as a prerequisite course, as PLMB 117 can be offered as a stand-alone course and is not currently part of the Plumbing and Piping certificate. J. English (Dean, Faculty of Applied and Technical Studies) noted that the prerequisite course is intended specifically for current plumbing students, and anyone already working in the field will be granted instructor's permission. There is the intention to eventually include this course in the plumbing program, and it will be offered as a Continuing Education course until then.

**MOTION:**

To approve the PLMB 117 course outline as presented.

CARRIED

**3.7. Graphic and Digital Design**

New course: GD 281, Applied Photography and Video

There were questions regarding where this course fits in the program, and potential issues with replacing a course that does not have a differential fee with one that does. As the department was not available to answer questions, this course will be brought back to a later meeting.

**MOTION:**

To approve the GD 281 course outline as presented.

DEFEATED

**3.8. Visual Arts**

New course: AH 490, Directed Studies in Art History and Visual Studies

Discontinuation: AH 210/VA 210

Review with changes including title and prerequisites: VA 383

**MOTION:**

To approve the AH and VA course outlines, and the discontinuation of AH 210/VA 210, as presented.

CARRIED

**4. PROGRAMS****4.1. Mathematics and Statistics**

Change to program requirements: Mathematics major (BA)

Change to program requirements: Mathematics extended minor (BA)

Change to program requirements: Mathematics extended minor (Statistics)

option) (BA)

Change to program requirements: Mathematics major (BSc)

Change to program requirements: Mathematics minor (BSc)

Change to program requirements: Mathematics minor (Statistics option) (BSc)

The Calendar Editor will ask the Mathematics and Statistics department if there is still a need to retain notes regarding courses that were taken in 2005 and 2006.

**MOTION:**

To approve the changes to the Mathematics major (BA), Mathematics extended minor (BA), Mathematics extended minor (Statistics option) (BA), Mathematics major (BSc), Mathematics minor (BSc), and Mathematics minor (Statistics option) (BSc) as presented, effective September 2016.

CARRIED

**4.2. Visual Arts**

Change to program requirements: Art History extended minor

Change to program requirements: Visual Arts diploma

Change to program requirements: Visual Arts major

Change to program requirements: Visual Arts extended minor

**MOTION:**

To approve the changes to the Art History extended minor program requirements as presented, effective September 2016.

CARRIED

**MOTION:**

To approve the changes to the Visual Arts diploma, major, and extended minor program requirements as presented, effective September 2016.

CARRIED

**4.3. Graphic and Digital Design**

Change to program requirements: Graphic and Digital Design diploma

This item was postponed.

**4.4. Anthropology**

Changes to program requirements: Anthropology minor

Changes to program requirements: Anthropology extended minor

**MOTION:**

To approve the changes to the Anthropology minor and extended minor program requirements as presented, effective September 2016.

CARRIED

**4.5. Criminal Justice**

Change to program requirements: Bachelor of Arts (Criminal Justice)

Change to program and entrance requirements: Criminal Justice diploma

Change to program requirements: Criminal Justice minor and extended minor

Some editorial changes were suggested, including adding the notes from the Criminal Justice minor to the extended minor, as they apply to both programs. C.

Forster (School of Criminology and Criminal Justice) will send revisions to the Calendar Editor.

**MOTION:**

To approve the change to the Bachelor of Arts (Criminal Justice) program requirements as amended, effective September 2016:

- Practicum regulations: "...and two additional 400 series (400-419) CRIM electives..."

CARRIED

**MOTION:**

To recommend approval of the changes to the Criminal Justice diploma entrance requirements as presented, effective September 2016.

CARRIED

**MOTION:**

To approve the changes to the Criminal Justice diploma program requirements as presented, effective September 2016.

MOTION: To recommend approval of the changes to the Criminal Justice diploma entrance requirements as presented, effective September 2016.

CARRIED

**MOTION:**

To approve the changes to the Criminal Justice minor and extended minor as presented, effective September 2016.

CARRIED

**4.6. Social Work and Human Services**

Change to entrance and graduation requirements: Bachelor of Social Work

The "written assessment" mentioned in the entrance requirements and basis for admission decision section was questioned. The department confirmed that this refers to the personal statement, which is already listed separately. Additional revisions were suggested and agreed to by the department.

**MOTION:**

To recommend the changes to the Bachelor of Social Work entrance and graduation requirements as amended, effective September 2017:

- Entrance requirement #5: "Program and personal suitability as determined through a personal interview ~~and written assessment. Applicants will be accepted based on a ranking of those who provide the best evidence that they are prepared to successfully undertake the rigorous program requirements.~~"
- Basis for admission decision #2: "Interview ~~with written assessment:...~~"
- Field placement requirements: "...~~Completion of co-requisites with a grade of C or better...~~"

CARRIED

**4.7. Business Administration**

Change to residency requirements: Bachelor of Business Administration

F. Ulbrich (Director, School of Business) noted that in order to apply for a Study

Abroad program, students must already have 30 UFV credits and so will already have fulfilled the residency requirements. In most cases, students will study abroad for either one semester or one academic year, typically earning a total of 15-30 credits.

**MOTION:**

To recommend approval of the changes to the Bachelor of Business Administration residency requirements as presented, effective September 2016.  
CARRIED

**5. OTHER BUSINESS/DISCUSSION ITEMS****5.1. Truth and Reconciliation Commission**

This item will be postponed until it can be given more time.

**5.2. Short Programs Subcommittee report****5.3. Admissions Subcommittee report****5.4. Curriculum Quality Subcommittee report**

This subcommittee is working on a handbook to encompass the principles that can be sent to Faculty Councils for feedback.

**5.5. Transfer Credit Subcommittee report****5.6. Policy Subcommittee report**

Policy 101 has been revised with feedback, and the final draft will be sent to the Senate Governance Committee for review. Work on Policy 105 has also been completed.

**6. INFORMATION ITEMS****6.1. Minor course changes** (outlines will be available at [www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines))

BUS 201, 221, 249

EDUC 300

GD 157, 159, 202, 203, 204, 216, 303, 358

HCA 111, 113

PHIL 100

VA 180, 280, 283, 284, 384

**6.2. Trades**

Apprenticeship program: Heavy Duty Equipment Technician - Level 1

**7. ADJOURNMENT**

The meeting was adjourned at 11:54 am.



# MEMO

**To:** UEC  
**From:** Amanda Grimson, UEC Assistant  
**CC:** Rod McLeod, Jason Thomas, Lucy Lee  
**Date:** Feb. 19, 2016  
**Re:** Courses related to Biochemistry major program proposal

Course outlines for BIOC 404 (new course) and CHEM 422 (revisions including prerequisites) were originally submitted to the UEC Screening Subcommittee with the Biochemistry major in November 2015. Additional revisions were requested for these courses, and they have now been revised and reviewed by the UEC Screening Subcommittee and CWC.

The original proposal is available at **S:\Groups\UEC\2015-12-18 Biochemistry major**.

## CWC comments and responses:

- Notice of increased prerequisites must appear in the calendar. What should the interim prerequisites be? Two possibilities:
  1. CHEM 113, CHEM 114, MATH 111, (MATH 112 or MATH 118), and (PHYS 105 or PHYS 111). Note: As of January 2017, prerequisites will change to the following: CHEM 113, CHEM 114, PHYS 111, (PHYS 105 or PHYS 112), MATH 111, (MATH 112 or MATH 118), and ([CHEM 213 and CHEM 224] or [15 credits of 300-level or higher science or CIS or COMP]). (CHEM 224 and MATH 211 are recommended.)
  2. CHEM 213, MATH 111, MATH 112, and (PHYS 105 or PHYS 111). Note: As of January 2017, prerequisites will change to the following: CHEM 113, CHEM 114, PHYS 111, (PHYS 105 or PHYS 112), MATH 111, (MATH 112 or MATH 118), and ([CHEM 213 and CHEM 224] or [15 credits of 300-level or higher science or CIS or COMP]). (CHEM 224 and MATH 211 are recommended.)

*I think option #2 is best, as I believe Chem 213 was a prereq before we started making these changes.*

- Can the "300-level or higher science" be specified? (i.e. BIO, BIOC, CHEM, etc.) Otherwise, this may not be something that can be checked.

*Noham's idea with this prereq option was to open the course to motivated students from other disciplines, especially computer science as his course focusses on computational chemistry. Instead of the unspecified 300-level requirement, could we insert an option such as: "upper-level science students with instructor permission" ?*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2016  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) February 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> BIOC 404                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Biomembranes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department (or program if no department):</b> Chemistry                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>Topics include the structure, dynamics, and function of membranes, membrane lipids, and proteins. Recent research in these areas will be examined.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | One of the following: BIO 320/BIOC 320 or BIOC 350/CHEM 350.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: center;">33</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: center;">12</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: center;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 33 | Seminars/tutorials/workshops | 12 | 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 33        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 12        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| 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> 24<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> every two years                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> David Fenske                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b> Sept 16, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> November 6, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of posting:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Lucy Lee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> November 6, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> February 26, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**BIOC 404**

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

Page 2 of 2

**Learning Outcomes**

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

- Describe the structure and chemical properties of lipid bilayers and biological membranes
- Explain why lipids can self-assemble to form a variety of structural phases and the biological roles for these properties
- Explain how spectroscopic methods can be used to characterize lipid bilayers
- Describe the basic theory behind magnetic resonance and infrared spectroscopy methods
- Explain the roles of membrane proteins in cellular metabolism
- Relate the structure of membrane proteins and lipids to their biological functions
- Critically analyze recent membrane science research literature
- Deliver an oral presentation based on analysis of recent research literature

**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 course, student 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. Lehninger, A.L., et al  | Principles of Biochemistry                                               | <input checked="" type="checkbox"/> | USA       | 2012 |
| 2. .Luckey, M.             | Membrane Structural Biology with Biochemical and Biophysical Foundations | <input checked="" type="checkbox"/> | UK        | 2008 |
| 3.                         |                                                                          | <input type="checkbox"/>            |           |      |
| 4.                         |                                                                          | <input type="checkbox"/>            |           |      |
| 5.                         |                                                                          | <input type="checkbox"/>            |           |      |

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

**Typical Evaluation Methods and Weighting**

|                       |     |              |     |                   |     |            |      |
|-----------------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:           | 40% | Assignments: | 10% | Midterm exam:     | 20% | Practicum: | %    |
| Quizzes/tests:        | 10% | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Project/Presentation: | 20% | Other:       | %   | Other:            | %   | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

Membrane morphology  
 Structure and Properties of Membrane Lipids  
 Membrane Self-Assembly: the hydrophobic effect  
 Liposomes  
 Lipid polymorphism  
 Lipid membranes: phase diagrams & cholesterol  
 Characterization of membranes using physical techniques: diffraction, magnetic resonance (NMR/ESR), infrared spectroscopy  
 Membrane asymmetry and lipid microdomains (RAFTS)  
 Membrane potential  
 Transport energetics  
 Membrane Proteins: Ion Channels, Receptors, Transporters, and Proton Pumps  
 Liposomes: biomedical applications  
 Student Presentations



ORIGINAL COURSE IMPLEMENTATION DATE: September 2001  
 REVISED COURSE IMPLEMENTATION DATE: September 2016  
 COURSE TO BE REVIEWED: (six years after UEC approval) February 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> CHEM 422                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Principles and Methods of Molecular Modeling,<br><b>Course Short Title (if title exceeds 30 characters):</b> Molecular Modeling                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> Chemistry                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>An introduction to modern computational techniques used for modeling physico-chemical properties of molecular and biomolecular systems, including empirical force field and quantum mechanical descriptions of individual molecules, as well as simulations of aggregate systems using molecular dynamics and Monte Carlo. The lecture course is accompanied by a computer lab where students will obtain practical experience in applying these techniques.                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | CHEM 213, MATH 111, MATH 112, and one of the following: (PHYS 105 or PHYS 111).<br>Note: As of January 2017, prerequisites will change to the following: CHEM 113, CHEM 114, MATH 111, PHYS 111, one of (MATH 112 or MATH 118), one of (PHYS 105 or PHYS 112), and one of the following: ([CHEM 213 and CHEM 224] or [instructor's permission for upper-level science students]).<br>Note: CHEM 224 and MATH 211 are recommended.                                                                                                |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 78</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td>Lecture hours</td> <td style="text-align: right;">45</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td style="text-align: right;">33</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>78</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 45 | Seminars/tutorials/workshops |  | Laboratory hours | 33 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>78</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 33        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>78</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Maximum enrolment (for information only):</b> 24<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> every other year                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> David Fenske                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> Sept. 28, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b> November 6, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of posting:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Lucy Lee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> November 6, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> February 26, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**CHEM 422**
**University of the Fraser Valley Official Undergraduate Course Outline**

Page 2 of 2

**Learning Outcomes**

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

- describe the advantages and limitation of each of the molecular modeling techniques;
- critically select and apply the appropriate technique to modeling of a chemical or biochemical system;
- perform computer simulations using standard molecular modeling techniques;
- interpret the results of these simulations.

**Prior Learning Assessment and Recognition (PLAR)**
☒ Yes    ☐ No, PLAR cannot be awarded for this course because

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

Lectures, Computer Labs, 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. Leach, A.               | Molecular Modeling                   | <input checked="" type="checkbox"/> | Pearson   | 2001 |
| 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:    | 40% | Assignments:         | Midterm exam: (2) | 30% | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:            | Field experience: | %   | Shop work: | %    |
| Other:         |     | Other: Computer Labs | Other:            |     | Total:     | 100% |

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

Molecular geometry.  
 Conformational analysis of simple systems  
 Empirical force fields  
 Quantum mechanical methods.  
 Potential energy surface and energy minimization.  
 Conformations of large molecules  
 Molecular dynamics and Monte Carlo techniques  
 Introduction to computer-aided drug design

**Computer Lab Topics**

Introduction to GaussView and Gaussian software.  
 Energy optimization and frequency calculations.  
 Cartesian, internal, and redundant coordinates.  
 Stretch, bend, and torsion energy profiles.  
 Potential energy surfaces.  
 Reaction coordinate and reaction profiles.  
 Calculation of classical reaction rates using Eyring equation  
 Tunneling corrections to classical reaction rates  
 Isotope effects  
 Transition state optimization techniques

**Memo for Course Changes**

To: UEC

From: Lynn Kirkland Harvey, Chair, CMNS Curriculum Committee

Date: December 9, 2015

**Subject: Proposal for revision of CMNS 235**

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: Specification of attendance requirements

2. Rationale for change:

*CMNS 235 has been updated as part of its six year review. The title is simplified to represent the focus on live speeches to an audience (versus an online asynchronous presentation). The outcomes and instructional methods have been updated to represent the increasing use of technology for speeches.*

*The note regarding the attendance requirement has been added to the course description so that students are aware prior to registration.*

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

*The additions to the outcomes align with the following CMNS Minor Learning Outcomes:*

- 1. Demonstrate competency in creating professional messages across a wide spectrum of media that fulfill specific communication purposes and meet the needs of the audience.*
- 2. Model effective and professional communication skills for interpersonal, team, organizational, and culturally diverse contexts.*
- 3. Practice common document design techniques as they apply to a variety of workplace messages; determine appropriate visual requirements; create effective visuals*
- 4. Apply rhetorical principles to the design and delivery of oral, print, and digital messages.*

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *N/A*
5. Which program areas have been consulted about the change(s)? *N/A*
6. What consideration has been given to indigenizing the curriculum? *The Stolo welcome and other indigenous ways of giving speeches are addressed.*
7. If this course is not eligible for PLAR, explain why:
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment) *No use of labs*
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?
10. Estimate of the typical costs for this course, including textbooks and other materials: *\$100*



ORIGINAL COURSE IMPLEMENTATION DATE: September 1993  
 REVISED COURSE IMPLEMENTATION DATE: September 2016  
 COURSE TO BE REVIEWED: (six years after UEC approval) February 2022  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CMNS 235                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Public Speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Public Speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> Communications                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><p>This course focuses on the principles and psychology of effective speaking. Specific areas include informal presentations to small groups, formal presentations, meeting management, workshop facilitation the use of presentation aids, developing the voice, and improving body language. Videotaped feedback is an important part of the course.</p> <p>Note: Instructors require 80% attendance for this course. Regular participation and attendance at meeting speaking dates are required.</p>                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input 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: 0</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture hours</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td style="text-align: center;">35</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>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 10 | Seminars/tutorials/workshops | 35 | 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 35        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| 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> 25<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Every semester                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Samantha Patridge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date approved:</b> April 22, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date approved:</b> January 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of posting:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b> January 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> February 26, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

- Demonstrate credibility as a speaker
- Deliver effective impromptu and extemporaneous speeches
- Apply the principles of effective vocal delivery
- Demonstrate effective use of nonverbal techniques
- Adapt speeches for particular audiences (e.g., incorporate an acknowledgement of Sto:lo territory, adapt to different levels of ability, target different interest groups, etc.)
- Construct speeches using a variety of organizational patterns
- Demonstrate effective use of verbal introductions, conclusions, and transitional devices
- Demonstrate effective, sparing use of notes and note cards
- Incorporate effective and balanced rhetorical strategies to inform, to demonstrate, to persuade, or to entertain
- Effectively incorporate well-designed visual aids using presentation technology
- Demonstrate effective meeting management and meeting participation
- Demonstrate effective workshop facilitation techniques

**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)**

- Workshops, individual, and group work
- Four formal presentations which are videotaped
- Student planned and directed final event (Gala) meeting, serving as a final exam
- Written critiques of students' own and classmates' work
- Informal exercises in which students practice and demonstrate skills
- Lecture-discussion and guest speakers
- Online and office-hour tutorials mentoring preparations for major assessment tasks

NOTE: Instructors require 80% attendance for this course. Regular participation and meeting speaking dates is required.

**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. | O'Hair, D., Rubenstein, H., Stewart, R. | A Pocket Guide to Public Speaking      | <input checked="" type="checkbox"/> | Bedford St. Martin's | 2013 |
| 2. | Donovan, J.                             | How to Deliver a TED Talk              | <input checked="" type="checkbox"/> | McGraw Hill          | 2014 |
| 3. | Gregory, H.                             | Public Speaking for College and Career | <input checked="" type="checkbox"/> | McGraw Hill          | 2014 |
| 4. | Renner, P.                              | The Art of Teaching Adults             | <input checked="" type="checkbox"/> | Training Assoc.      | 2005 |
| 5. |                                         |                                        | <input type="checkbox"/>            |                      |      |

**Typical Evaluation Methods and Weighting**

|                |    |              |     |                   |   |            |    |
|----------------|----|--------------|-----|-------------------|---|------------|----|
| Final exam:    | %  | Assignments: | 95% | Midterm exam:     | % | Practicum: | %  |
| Quizzes/tests: | 5% | Lab work:    | %   | Field experience: | % | Shop work: | %  |
| Other:         | %  | Other:       | %   | Other:            | % | Total:     | 0% |

**Details (if necessary):**

Note: The following exercises are the minimum required. The instructors may change the order and weighting according to the needs of the class.

|                                                           |     |
|-----------------------------------------------------------|-----|
| 3 - minute Icebreaker Speech                              | 5%  |
| 5-6 minute Informational/Expository Speech                | 10% |
| 6-7 minute Process/Demonstration Speech                   | 15% |
| 7-9 minute Persuasive Speech                              | 20% |
| Workshop Facilitator or Meeting Chairperson               | 15% |
| Written self (5) and written and oral Peer(3) Evaluations | 10% |
| Written weekly reading response memos/quizzes             | 5%  |
| Final Meeting "Gala" Presentation                         | 15% |
| End of Semester Progress Report (written)                 | 5%  |

**Typical Course Content and Topics**

1. The speech communication process for speaker and audience
2. Speech anxiety
3. Audience-centered speaking
4. Selecting and preparing speech topics and materials
5. Preparing speech content
6. Speaker credibility and support materials
7. Elements of argument and logical fallacies
8. Balancing rhetorical appeals
9. Visual and presentational aids
10. Speech organization and transitions
11. Speech delivery, including body language and use of space
12. Speaking to inform
13. Speaking to persuade
14. Pecha Kucha presentations
15. Speaking on special occasions
16. Meeting design and meeting management (including chairperson's Sto:lo territory acknowledgement)
17. Workshop design and facilitation

**Memo for Course Changes**

To: UEC

From: Lynn Kirkland Harvey, Chair, CMNS Curriculum Committee

Date: December 9, 2015

**Subject: Proposal for revision of CMNS 335**

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

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

2. Rationale for change:

*This course has been updated to build on the recent changes made to CMNS 235 and to better reflect the advanced course focus and practice elements, including the title and calendar description. The prerequisites have been opened up to a wider range of upper level students, while at the same time restricting lower-level students from entry until they have sufficient academic maturity to be successful at the third year. Since CMNS 235 has no prerequisites, the existing prerequisite structure on CMNS 335 would allow a second-term student into the course. Also, efficiencies to the course delivery such as team assignments allow for the increase in class size.*

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

*The additions to the outcomes align with the following CMNS Minor Learning Outcomes:*

- 1. Demonstrate competency in creating professional messages across a wide spectrum of media that fulfill specific communication purposes and meet the needs of the audience.*
- 2. Model effective and professional communication skills for interpersonal, team, organizational, and culturally diverse contexts.*
- 3. Practice common document design techniques as they apply to a variety of workplace messages; determine appropriate visual requirements; create effective visuals*
- 4. Apply rhetorical principles to the design and delivery of oral, print, and digital messages.*

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)?
6. What consideration has been given to indigenizing the curriculum? *Indigenous uses of rhetoric will be explored, as reflected in the suggested readings.*
7. If this course is not eligible for PLAR, explain why:
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value
  - b. Class size limit (*increased but no impact on the budget*)
  - 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?
10. Estimate of the typical costs for this course, including textbooks and other materials: *\$100*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2008  
 REVISED COURSE IMPLEMENTATION DATE: September 2016  
 COURSE TO BE REVIEWED: (six years after UEC approval) February 2022  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CMNS 335                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Advanced Public Speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department (or program if no department):</b> Communications                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>Students will develop advanced skills through public delivery of presentations and analysis of landmark and contemporary speeches. Students will give presentations, develop workshops, manage meetings, practice rhetorical technique, and demonstrate leadership skills.                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | One of the following: (CMNS 235 or CMNS 345) or (EDUC 410, 445, and 490). Note: As of January 2017, prerequisites will change to the following: (45 university-level credits including either CMNS 235 or CMNS 345) or (EDUC 410, 445, and 490). Note: students with at least 60 credits and some background in public speaking can contact the instructor for permission.                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 60</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture hours</td> <td style="text-align: right;">15</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td style="text-align: right;">45</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: right;"><b>60</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 15 | Seminars/tutorials/workshops | 45 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Maximum enrolment (for information only): 25</b><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> every other year                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Samantha Pattridge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> January 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date approved:</b> January 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of posting:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> January 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> February 26, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

- Design speeches, presentations, and a workshop/seminar tailored for a variety of audiences
- Deliver speeches, presentations, and a workshop/seminar using a range of rhetorical goals
- Collaborate with other students to design and deliver speeches and public presentations
- Present audience-accessible research-driven ideas and arguments
- Manage a meeting effectively from planning to adjournment
- Incorporate digital technology creatively in presentation delivery
- Plan a public speaking event for a live audience as a class collaboration
- Present in a public event for a live audience as planned by the class
- Demonstrate theoretical grounding in the rhetoric of speaking

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

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

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

Lectures, guest lecturers, seminars, workshops, individual student oral presentations, student group oral presentation, written analysis, peer and self-evaluation. Most meetings will be video recorded and assessment based on review of streaming video is an essential part of the course.

**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                         | Title (article, book, journal, etc.)                                  | Current ed.                         | Publisher         | Year |
|--------------------------------|-----------------------------------------------------------------------|-------------------------------------|-------------------|------|
| 1. Foss, S. & Foss, K.         | Inviting Transformation: Presentational speaking for a changing world | <input checked="" type="checkbox"/> | Waveland          | 2011 |
| 2. Longaker, M.G. & Walker, J. | Rhetorical Analysis: A brief guide for writers                        | <input checked="" type="checkbox"/> | Bedford/St.Martin | 2013 |
| 3. Archibald, J.               | Indigenous Storywork: Educating the heart, mind, body, and spirit.    | <input checked="" type="checkbox"/> | UBC Press         | 2008 |

**Typical Evaluation Methods and Weighting**

|             |   |              |      |               |   |        |      |
|-------------|---|--------------|------|---------------|---|--------|------|
| Final exam: | % | Assignments: | 100% | Midterm exam: | % | Total: | 100% |
|-------------|---|--------------|------|---------------|---|--------|------|

**Details (if necessary):**

|                                                                                    |     |
|------------------------------------------------------------------------------------|-----|
| Planning and leading a meeting                                                     | 15% |
| At least three prepared speeches (such as collaborative, research, and persuasive) | 30% |
| Team presentation of a skill development workshop                                  | 15% |
| Public speaking event                                                              | 10% |
| Presentation of final speech at collaboratively developed public speaking event    | 10% |
| Rhetorical analysis of a public speech and complementary in-class seminar          | 10% |
| Written self-evaluations and peer evaluations                                      | 10% |

Individual instructors may choose to incorporate reading responses and other learning modules, either as graded course components or as non-graded student deliverables.

**Typical Course Content and Topics**

|          |                                                                                                                                                                                        |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1:  | Designing and delivering workshops for professionals; foundations of rhetoric; how to write a rhetorical analysis and lead a seminar based on it                                       |
| Week 2:  | Advanced audio/visual skills for presentations; development of rhetoric from varying styles; principles for effective evaluation (peer and self)                                       |
| Week 3:  | Presentation of planned speeches; development of rhetoric (modern examples and readings); finding and choosing a public speech for analysis                                            |
| Week 4:  | Presentation of planned speeches; developing a persuasive speech to motivate social change; choosing the right forum for a persuasive speech; patterns of organization for persuasion  |
| Week 5:  | Presentation of planned speeches; handling objections to a persuasive topic; establishing credibility and using evidence ethically in persuasive speeches; analysis of a public speech |
| Week 6:  | Presentation of planned speeches; introduction to group work strategies; analysis of a public speech                                                                                   |
| Week 7:  | Presentation of planned speeches; group presentation strategies; analysis of a public speech                                                                                           |
| Week 8:  | Presentation of planned speeches; handling questions in a group presentation; analysis of a public speech                                                                              |
| Week 9:  | Presentation of group speeches; techniques for audience analysis; analysis of a public speech                                                                                          |
| Week 10: | Presentation of group speeches; motivating an audience to produce change; analysis of a public speech                                                                                  |
| Week 11: | Presentation of group speeches; controlling nerves; polishing a speech through vocabulary, rhythm, and tone; analysis of a public speech                                               |
| Week 12: | Public forum speeches (such as through a speaker series on campus)                                                                                                                     |
| Week 13: | Public forum speeches                                                                                                                                                                  |

**Memo for New Course**

To: College of Arts Council, Curriculum Committee

From: Michael Maschek, Department Head, Economics (College of Arts)

Date: October 16<sup>th</sup>, 2015

**Subject: Proposal for new course (ECON 199)**

1. Rationale for new course: This “special topics” course is intended on providing students with an opportunity to investigate various contemporary social, environmental, and economic issues. The course will feature application of economic methodologies and analyses but assumes no prior knowledge of economic theory.
2. How this new course fits into program(s):

The course does not serve as a required component of the economics major/minor.
3. Explain how the course learning outcomes align with the learning outcomes of the program(s):

The course learning outcomes are congruent with the following program outcomes:

Knowledge of the Canadian and world economy.

The capacity for independent thought about economic policies and problems.

Problem solving, quantitative and computer skills.
4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?

The course is not intended on being a required component of any program, including the economics major/minor.
5. Which program areas have been consulted about the course?

Ongoing consultation with the Dean’s Office has occurred during the development of this course.
6. If a new discipline designation is required, explain why:

Not applicable to this course.
7. What consideration has been given to indigenizing the curriculum?

Curriculum for this special topics course will vary. As such, it is difficult to anticipate how indigenization for all potential topics would be characterized. However, inclusion of indigenous issues to curriculum is anticipated, depending on the particular topic. For example, contemporary challenges of economic growth, natural resource allocation, inequality and environment carry significant potential for including an indigenous component and perspective.
8. If this course is not eligible for PLAR, explain why:

The course is eligible for PLAR.

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

a. Credit value

No anticipated budgetary impact.

b. Class size limit

No anticipated budgetary impact.

c. Frequency of offering

The course frequency will depend on budget conditions and department/college resources.

d. Resources required (labs, equipment)

No resources are required beyond what is already available to the department.

10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

Not applicable to this course.

11. Estimate of the typical costs for this course, including textbooks and other materials:

No textbooks or specialized course materials are required beyond what is currently provided by the UFV Library and available without cost online. Typical per student costs associated with duplicating exams and answer booklets is expected (\$2-\$5 per student). Electronic distribution of most other course materials is expected.

**CWC comments and responses:**

- A 100-level special topics course is relatively unusual. Will there be demand for this course? Can an additional rationale be provided?

*The course has the support of the Dean's Office and has been created with the support of the Associate Dean. It is meant to serve as a topic based course utilizing the economic methodology but accessible for students in other programs. Inequality, sovereign debt crises, global warming and environmental concerns, financial crises, the local housing market... all of these are very topical and of interest to a wide range of students. The intent is to allow these students an access to the economic consideration of these topics without requiring several courses worth of prerequisites and to encourage interdisciplinary. Courses similar in spirit to the one being proposed here have been very successful at other institutions. Granted, it is a little unusual to have a special topics at the 1XX curriculum level. But what is intended is an application of economic methodology for students unfamiliar with it; the questions being examined aren't the defining feature of the course. As such, why not leave the questions open and flexible; adaptable to students interest and current events. The flexibility permitted under the special topics structure may help actually support student demand for this course.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2016  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) February 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> ECON 199                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Course Full Title:</b> Selected Topics in Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Calendar Description:</b><br>This course provides students with an opportunity to investigate a range of topics through application of economic methodologies and analyses. The course will describe, analyze, and account for empirical regularities and phenomena pertaining to various contemporary social, environmental, and economic issues.                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: right;">30</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">15</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 30 | Seminars/tutorials/workshops | 15 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input checked="" type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Occasional                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Department / Program Head or Director:</b> Michael Maschek                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> November 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> November 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of posting:</b> January 15, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte / Peter Geller                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> November 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> February 26, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |

ECON 199

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## Learning Outcomes

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

1. Critically examine the empirical facts pertaining to the topic.
2. Apply economic analysis and methodology to explain empirical patterns and regularities.
3. Make predictions based on historical data using economic analysis and methodology.
4. Assess the efficacy of these explanations and predictions.

## 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 format with student participation, problem solving, and discussion of selected topics.

**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. Harford, Tim                          | <i>The Undercover Economist</i> . Chapter 3.                                                                                              | <input checked="" type="checkbox"/> | US: Oxford University Press.         | 2006 |
| 2. Piketty, Thomas and Arthur Goldhammer | <i>Capital in the Twenty-first Century</i> .                                                                                              | <input checked="" type="checkbox"/> | US: President and Fellows of Harvard | 2014 |
| 3. North, D.                             | <i>Institutions, Institutional Change, and Economic Performance</i> . Chapter 11.                                                         | <input checked="" type="checkbox"/> | US: Cambridge University Press       | 1990 |
| 4. Clark, Gregory                        | <i>A Farewell to Alms</i> .                                                                                                               | <input checked="" type="checkbox"/> | US: Princeton University Press       | 2008 |
| 5. Tridico, Pasquale                     | <i>Institutions, Human Development &amp; Economic Growth in Transition Economies</i> . 'Institutional Change: Old & New Institutionalism' | <input checked="" type="checkbox"/> | UK: Palgrave Macmillan               | 2011 |
| 6. Acemoglu, D, et al.                   | "The Colonial Origins of Comparative Development: An Empirical Investigation", <i>American Economic Review</i> , 91(5).                   | <input type="checkbox"/>            | US: American Economic Association    | 2001 |

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

N/A

## Typical Evaluation Methods and Weighting

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

**Details (if necessary):** Term Project (Other)

## Typical Course Content and Topics

Course content varies by topic and instructor. An example course may be:

The World Economy:

- Analysis of Post WW2 Economic Policies
- Growth of Income and Wealth Inequality
- Theories of Development and Growth
- Measures of Social Welfare
- The Impact of Globalization
- The Housing Market and Other Causes of the Great Recession
- Policy, Economics, and the Environment

**Memo for Course Changes**

To: Amanda Grimson, UEC Committee Assistant; Jacqueline Nolte, Dean of Arts; Rachael Letkeman, Committees Assistant (Arts)

From: Chris Leach, History Department Head

Date: September 8, 2015

**Subject: Revisions to HIST 235: Course Title, Calendar Description and Learning Outcomes.**

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 amended
- ☐ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change: The course title, calendar description and learning outcomes have been amended to better reflect the course content.



ORIGINAL COURSE IMPLEMENTATION DATE: May 1993  
 REVISED COURSE IMPLEMENTATION DATE: September 2016  
 COURSE TO BE REVIEWED: (six years after UEC approval) February 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> HIST 235                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Modern China: From Opium Wars to Beijing Olympics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Modern China                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br><br>The course provides a survey of Chinese history from the early 19th century to recent decades, with emphasis on its major social, cultural, and political developments. China's relations with other countries will also be studied.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td>Lecture hours</td> <td style="text-align: center;">35</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td style="text-align: center;">10</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>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 35 | Seminars/tutorials/workshops | 10 | 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 35        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| 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 year                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> Dr. Chris Leach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> October 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> October 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of posting:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Dr. Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> October 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> February 26, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

HIST 235

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## Learning Outcomes

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

- Identify key components in Chinese history from the early 1800s to recent decades.
- Discuss and debate themes and issues related to the history in question.
- Identify the differences between primary and secondary sources and work with both.
- Articulate the relationship between the past and the present in the study of modern Chinese history.
- Demonstrate some of the features of historical writing, including argument, evidence, audience, historical sources, and historical thinking.

## 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)

Teaching methods will include lectures, formal and informal class discussions based on assigned readings and/or other materials, and audio-visual materials.

**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. | Fairbank. J.K. & Goldman. M. | China: A New History. 2 <sup>nd</sup> Enlarged Ed. | <input type="checkbox"/> | Harvard   | 2006 |
| 2. | Goldman. M. & Gordon. A.     | Historical Perspectives on Contemporary East Asia  | <input type="checkbox"/> | Harvard   | 2000 |
| 3. |                              | HIST 235 Course pack                               | <input type="checkbox"/> |           |      |
| 4. |                              |                                                    | <input type="checkbox"/> |           |      |
| 5. |                              |                                                    | <input type="checkbox"/> |           |      |

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

## Typical Evaluation Methods and Weighting

|                      |     |                   |     |                   |     |            |    |
|----------------------|-----|-------------------|-----|-------------------|-----|------------|----|
| Final exam:          | 40% | Assignments:      | %   | Midterm exam:     | 20% | Practicum: | %  |
| Quizzes/tests:       | %   | Lab work:         | %   | Field experience: | %   | Shop work: | %  |
| Other: 8 Reflections | 15% | Other: Term Paper | 25% | Other:            | %   | Total:     | 0% |

## Details (if necessary):

## Typical Course Content and Topics

- Introduction: Course format and requirements. Geographic and social background of Chinese history.
- Early 19<sup>th</sup> Century China: Political Institution, Social & Economic Conditions.
- China and the West before 1860: economic, cultural and military conflicts
- The mid-19<sup>th</sup>. Century peasant rebellions: origins and significance
- China's early attempts to modernize: ideologies and policies
- Reform and revolution 1901 - 1916: Foundations of a civil society?
- The May Fourth Movement: Anti-traditionalism & revolutionary nationalism
- China under the Guomindang rule: What went wrong?
- The emergence of the Chinese Communist Party to power
- The first decade of the People's Republic 1949-1959
- Class struggle in a socialist society 1959 – 1976.
- China's search for modernity in the post-Mao era
- Beijing Olympics & China as a Super Power in the early 21<sup>st</sup> Century?
- Course conclusion and revision.

**Memo for Course Changes**

To: Amanda Grimson, UEC Committee Assistant; Jacqueline Nolte, Dean of Arts; Rachael Letkeman, Committees Assistant (Arts)

From: Chris Leach, History Department Head

Date: September 8, 2015

**Subject: Revisions to HIST 236: Course Title, Calendar Description and Learning Outcomes.**

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 amended
- ☐ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change: The course title, calendar description and learning outcomes have been amended to better reflect the course content.



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 1994  
**REVISED COURSE IMPLEMENTATION DATE:** September 2016  
**COURSE TO BE REVIEWED:** (six years after UEC approval) February 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> HIST 236                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Modern Japan: Samurai, Pearl Harbour, and Anime                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Modern Japan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>The course provides a survey of Japanese history from the early 19th century to recent decades, with emphasis on its major social, cultural, and political developments. Japan's relations with other countries will also be studied.                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input 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;">35</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">10</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 35 | Seminars/tutorials/workshops | 10 | 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 35        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| 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 year                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Dr. Chris Leach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> October 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> October 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of posting:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Dr. Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b> October 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> February 26, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

HIST 236

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## Learning Outcomes

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

- Identify key components in Japanese history from the early 1800s to recent decades,
- Discuss and debate themes and issues related to the history in question.
- Identify the differences between primary and secondary sources and work with both.
- Articulate the relationship between the past and the present in the study of modern Japanese history.
- Demonstrate some of the features of historical writing, including argument, evidence, audience, historical sources, and historical thinking.

## 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)

Teaching methods will include lectures, formal and informal class discussions based on assigned readings and/or other materials, and audio-visual materials.

**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. | Hane. M. & Perez. L.G.          | Modern Japan: A Historical Survey, 5 <sup>th</sup> Ed. | <input type="checkbox"/> | Westview Press | 2013 |
| 2. | Wm. Theodore de Bary et al eds. | Sources of Japanese Tradition, vol. 2 end ed.          | <input type="checkbox"/> | Columbia       | 2005 |
| 3. | Waswo. A.                       | Modern Japanese Society                                | <input type="checkbox"/> | Oxford         | 1996 |
| 4. |                                 |                                                        | <input type="checkbox"/> |                |      |
| 5. |                                 |                                                        | <input type="checkbox"/> |                |      |

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

## Typical Evaluation Methods and Weighting

|                      |     |                   |     |                   |     |            |    |
|----------------------|-----|-------------------|-----|-------------------|-----|------------|----|
| Final exam:          | 40% | Assignments:      | %   | Midterm exam:     | 20% | Practicum: | %  |
| Quizzes/tests:       | %   | Lab work:         | %   | Field experience: | %   | Shop work: | %  |
| Other: 8 Reflections | 15% | Other: Term Paper | 25% | Other:            | %   | Total:     | 0% |

## Details (if necessary):

## Typical Course Content and Topics

- Introduction: Course format and requirements. Geographic and social background of Japanese history.
- Tokugawa Japan in early 19<sup>th</sup> Century: economy and politics
- The fall of the Tokugawa Bakufu: Internal crisis & foreign pressure
- The politics of Meiji Restoration
- Political & social developments during the Meiji period: Changes within tradition?
- Economic modernizations during the Meiji Period: the role of the state
- Japan and north-eastern Asia before WWI: national defence and overseas expansion
- Democratic experiences during the Taisho period (1912 – 1926): What went wrong
- Socio-economic crisis between the two world wars: Roots of Japanese militarism
- The Great Depression and Japan's road to the Pacific War
- Japan under occupation (1945 – 1952): "Americanization" of Japan?
- Economic recovery & socio-political changes in post-war Japan
- Dilemma of contemporary Japanese cultural identity
- Conclusion and revision.

**Memo for Course Changes**

To: UEC

From: Hamish Telford, Political Science

Date: October 6, 2015

**Subject: Proposal for revision of (POSC 320 and POSC 330)**

1. Summary of changes (select all that apply):
  - ☒ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☒ Title
  - ☒ Calendar description
  - ☒ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☐ Learning outcomes
  - ☐ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: The primary rationale for the course revision was to loosen the course prerequisites for the purpose of enhancing enrolments.
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? Both courses have significant indigenous content.
7. If this course is not eligible for PLAR, explain why: n/a
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value
  - 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: same as before.



ORIGINAL COURSE IMPLEMENTATION DATE: January 2000  
 REVISED COURSE IMPLEMENTATION DATE: September 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) February 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> POSC 320                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Canadian Political Thought                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Department (or program if no department):</b> Political Science                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><br>This course will examine the core ideas and the major theorists that have shaped the political landscape of Canada. The course will connect these ideas to the major developments in Canadian politics and their impact on contemporary political debates.                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | One of the following: POSC 100, POSC 110, POSC 120, or 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture hours</td> <td style="text-align: center;">15</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>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 15 | Seminars/tutorials/workshops | 30 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Maximum enrolment (for information only):</b> 28<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> annually                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Hamish Telford                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> November 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b> November 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of posting:</b> January 22, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jaqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> November 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> February 26, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**POSC 320**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**Learning Outcomes**

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

1. critically analyze the major themes and thinkers in Canadian political thought
2. explain how these themes are connected to the political development of the country and how they have shaped contemporary
3. political debates
4. evaluate the contribution of Canadian political thought to the broader field of political theory

**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)**

Primarily seminar supplemented with short lectures by the professor, guest lectures, films, and presentations

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

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

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

| Author (surname, initials) | Title (article, book, journal, etc.)                   | Current ed.                         | Publisher    | Year |
|----------------------------|--------------------------------------------------------|-------------------------------------|--------------|------|
| 1. Fierlbeck, K.           | Political Thought in Canada: An Intellectual History   | <input checked="" type="checkbox"/> | U of Toronto | 2006 |
| 2. G. Grant                | Lament for a Nation                                    | <input checked="" type="checkbox"/> | McGill       | 2005 |
| 3. C. Taylor               | A Secular Age                                          | <input checked="" type="checkbox"/> | Harvard      | 2007 |
| 4. S. Leacock              | Arcadian Adventures of the Idle Rich                   | <input checked="" type="checkbox"/> | Createspace  | 2013 |
| 5. Leiss, W.               | C. B. Macpherson: Dilemmas of Liberalism and Socialism | <input checked="" type="checkbox"/> | McGill       | 2009 |

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

|                     |     |                |     |                   |     |            |    |
|---------------------|-----|----------------|-----|-------------------|-----|------------|----|
| Final exam:         | 30% | Assignments:   | 60% | Midterm exam:     | %   | Practicum: | %  |
| Quizzes/tests:      | %   | Lab work:      | %   | Field experience: | %   | Shop work: | %  |
| Class Presentation: | %   | Participation: | %   | Other:            | 10% | Total:     | 0% |

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

Canadian Political Thought

1. Classical Conservatism: John A. Macdonald and the "Canada First" Movement
2. Bourassa, French Nationalism
3. The Dilemma of the First Nations: Brant and Tecumseh, Riel/Dumont and The Royal Proclamation of 1763
4. The Loyalist Tradition and the Red Tories
5. Suffragette Politics and Feminism
6. W.L.M. King and the Social Liberal Vision) and The Rockefeller-Roosevelt Connection
7. The Populist Left (League for Social Reconstruction, Progressives, CCF, NDP)
8. The Populist Right (Reconstruction Party, Social Credit and Reform)
9. C.B. MacPherson
10. Radical Tories and the New Left (Grant and Horowitz)
11. Underhill and Trudeau: Social Liberalism Rearticulated
12. Charles Taylor: Sources of the Self and the Malaise of Modernity
13. The Rise of Neoconservatism



ORIGINAL COURSE IMPLEMENTATION DATE: January 1999  
 REVISED COURSE IMPLEMENTATION DATE: September 2016  
 COURSE TO BE REVIEWED: (six years after UEC approval) February 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> POSC 330                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Course Full Title:</b> International Human Rights                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department (or program if no department):</b> Political Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Calendar Description:</b><br><br>This course will examine the history and development of human rights. The course will also explore how human rights are implemented and enforced by governments and international organizations and how they are interpreted by international tribunals including the international criminal court.                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | One of the following: POSC 100, POSC 120, POSC 190, POSC 195, POSC 230, POSC 260, POSC 270, PHIL 110, PHIL 210, PHIL 230, or 45 university-level credits. Note: As of January 2017, prerequisites will change to the following: One of POSC 100, POSC 230, POSC 260, or 45 university-level credits.                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Total Hours: 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;">15</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td style="text-align: right;">30</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 15 | Seminars/tutorials/workshops | 30 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Maximum enrolment (for information only):</b> 28<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> annually                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Department / Program Head or Director:</b> Hamish Telford                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b> November 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date approved:</b> November 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of posting:</b> January 22, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Dean/Associate VP:</b> Jaqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> November 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> February 26, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |

**POSC 330**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**Learning Outcomes**

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

1. describe the various theories of human rights and their historical development
2. evaluate the strengths and weaknesses of different theories of human rights
3. explain how theories of human rights are implemented by governments and international human rights organizations and interpreted by international courts and tribunals
4. critically evaluate the concept of universal human rights

**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)**

Primarily seminar supplemented with lectures by the professor, guest lectures, films and presentations

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

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

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

| Author (surname, initials) | Title (article, book, journal, etc.)                      | Current ed.                         | Publisher      | Year |
|----------------------------|-----------------------------------------------------------|-------------------------------------|----------------|------|
| 1. Goodhart, M.            | Human Rights: Politics and Practice                       | <input checked="" type="checkbox"/> | Oxford         | 2013 |
| 2. Donnelly, J.            | Universal Human Rights in Theory and Practice             | <input checked="" type="checkbox"/> | Cornell        | 2013 |
| 3. Paris, E.               | International Criminal Court and the Struggle for Justice | <input checked="" type="checkbox"/> | Vintage Canada | 2009 |
| 4. Ignatieff, M.           | The Rights Revolution                                     | <input checked="" type="checkbox"/> | Anansi Press   | 2007 |
| 5.                         |                                                           | <input type="checkbox"/>            |                |      |

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

|                     |     |                |     |                   |     |            |    |
|---------------------|-----|----------------|-----|-------------------|-----|------------|----|
| Final exam:         | 30% | Assignments:   | 60% | Midterm exam:     | %   | Practicum: | %  |
| Quizzes/tests:      | %   | Lab work:      | %   | Field experience: | %   | Shop work: | %  |
| Class Presentation: | %   | Participation: | %   | Other:            | 10% | Total:     | 0% |

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

1. Natural Law and Human Rights: Concord and Discord
2. The 17 Century: The Petition of Right (1628) and The Bill of Rights (1689)
3. The 18th Century: Thomas Paine and Mary Wollstonecraft
4. The 18th Century: The French Revolution and The Rights of Man — the Tricolor
5. The First Generation of Rights (political, civil, legal)
6. The Second Generation of Rights (Social, cultural, economic)
7. The Nuremberg Trials, Tokyo Trials and Nuremberg Principles
8. International Law and Human Rights: Universal Declaration of Human Rights 1948
9. International Law and Human Rights: International Bill of Human Rights 1976
10. International Law and Human Rights: United Nations Declaration on the Rights of Indigenous People 2007
11. War Crime Tribunals (Rwanda, Yugoslavia) and the International Criminal Court
12. The Third Generation of Rights (environmental, animal)
13. The Challenge to Universal Human Rights: Cultural Relativism and Political Realism

**Memo for New Course**

To: Professional Studies Faculty Council and UEC

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

Date: January 12, 2016

**Subject: Proposal for new course – ADED 215 Foundation of e-Learning**

1. Rationale for new course:

*A strength of our program as one of the few remaining undergraduate programs in adult education in Canada is the focus on practical teaching and instructional skills. Given the dramatic increase in online teaching and learning in key contexts in which adult educators work – higher education and workplace education – it is important to add an introductory (optional 2<sup>nd</sup> year) course to our program. Private US companies have been recruiting students in the Fraser Valley and at UFV offering instructional design program with an e-learning focus. Our program delivery model makes us particularly suited to offer this courses as our faculty and students have to negotiate both online and videoconferencing learning platforms in our program.*

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

*This course will be added as an elective to the BA AE degree.*

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

*The course reflects the program learning outcomes.*

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

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

*All of the programs within the Faculty of Professional Studies have been consulted.*

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

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

*As in most ADED courses, we strive to add in content, examples and instructional methods that will embrace indigenous learning in our classes.*

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

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

- a. Credit value: *No change*
- b. Class size limit: *No change*
- c. Frequency of offering: *No change*
- d. Resources required (labs, equipment): *No change*

10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? *N/A*
11. Estimate of the typical costs for this course, including textbooks and other materials: *\$100.00 for textbooks.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2016  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) February 2022  
 Course outline form version: 05/29/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|----|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ADED 215                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Foundations of e-Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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> Adult Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>This course explores how the Internet and new technologies are revolutionizing lifelong learning. It offers participants a hands-on opportunity to investigate and critique a range of e-learning tools and methods from both a learner and instructional design perspective.                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b> None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                             |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 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;">12</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 style="text-align: right;">33</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 12 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities | 33 | 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 12        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 33        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| 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 other year                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Seonaigh MacPherson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> January 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of posting:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> January 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Tracy Ryder-Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> January 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> February 26, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

- Distinguish how a range of e-learning tools impact formal, non-formal, and informal learning
- Design historical timelines or visual representations of the trajectory and emergence of e-learning since the 1980s
- Critique the role of e-learning and new technologies in their own experiences as learners
- Explore a range of e-learning tools and approaches, including learning platforms, apps, design tools, and social media
- Apply principles of learning to critique the applications of a range of e-learning tools in adult education or learning
- Demonstrate the full range of implications for using a particular e-learning tools to promote learning

**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)**

Demonstrations, discussions, workshops (using computer labs), online instruction.

**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. Watkins, R., Corry, M.          | E-learning companion: A student's guide to online success                  | <input checked="" type="checkbox"/> | Wadsworth    | 2014<br>(2011, 2008) |
| 2. Palloff, R.A., & Pratt, K.      | Building online communities: Effective strategies for the online classroom | <input checked="" type="checkbox"/> | Jossey-Bass  | 2007                 |
| 3. Conrad, R-M., & Donaldson, J.A. | Engaging the online learner: Activities                                    | <input checked="" type="checkbox"/> | Jossey-Bass  | 2011                 |
| 4. Gagnon, G.W., & Collay, M.      | Designing for learning: Six elements in constructivist classrooms          | <input checked="" type="checkbox"/> | Corwin Press | 2001                 |
| 5.                                 |                                                                            | <input type="checkbox"/>            |              |                      |

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

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |   |            |      |
|----------------|-----|--------------|-----|-------------------|---|------------|------|
| Final exam:    | %   | Assignments: | 60% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | 20% | Lab work:    | 20% | Field experience: | % | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | % | Total:     | 100% |

**Details (if necessary):**

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

**Typical Course Content and Topics**

Week one: Introductions and course orientation, video presentations  
 Week two: What is learning? Lifelong learning?  
 Week three: Explore how new technologies are impacting lifelong learning  
 Week four: Group presentations  
 Week five: Learn new technologies or forms driving or facilitating e-learning  
 Week six: Group presentations  
 Week seven: Learn key principles for effective e-learning participation as a learner  
 Week eight: Group presentations  
 Week nine: Learn key principles for effective e-learning design as an instructor or trainer  
 Week ten: Group presentations  
 Week eleven: Group Presentations  
 Week twelve: Key trends, summing up  
 Week thirteen: Closing activities and Submission of End-of-Course Learning Assessments

**Memo for New Course**

To: Professional Studies Faculty Council and UEC

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

Date: January 12, 2016

**Subject: Proposal for new course – ADED 415 Facilitating e-Learning**

1. Rationale for new course:

*A strength of our program as one of the few remaining undergraduate programs in adult education in Canada is the focus on practical teaching and instructional skills. Given the dramatic increase in online teaching and learning in key contexts in which adult educators work – higher education and workplace education an advanced (required 4<sup>th</sup> year) course to our program. This course is part of the required 15 credits of instructional skills. Private US companies have been recruiting students in the Fraser Valley and at UFV offering instructional design program with an e-learning focus. Our program delivery model makes us particularly suited to offer these courses as our faculty and students have to negotiate both online and videoconferencing learning platforms in our courses.*

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

*This course will be one of the required Instructional Design courses in the BA AE degree.*

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

*The course reflects the program learning outcomes.*

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

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

*All of the programs within the Faculty of Professional Studies have been consulted.*

6. If a new discipline designation is required, explain why: *N/A*

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

*As in most ADED courses, we strive to add in content, examples and instructional methods that will embrace indigenous learning in our classes.*

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

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

- a. Credit value: *No change*
- b. Class size limit: *No change*
- c. Frequency of offering: *No change*
- d. Resources required (labs, equipment): *No change*

10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? *N/A*
11. Estimate of the typical costs for this course, including textbooks and other materials: *\$100.00 for textbooks.*

**CWC comments and responses:**

- Should ADED 215 be included as a prerequisite course?  
*ADED 215 OR ADED 210 are required for the BA-ADED, and we are comfortable with someone having either one. Ss are strongly advised to do one of these 200 level course before any 400 level course, but occasionally there is someone who has to take advanced courses before the 200 level given the availability of courses. Even in that rare case, we are fine with them doing ADED 215 AFTER ADED 415 given the orientation on the 215 is on learning and 415 on facilitating or teaching (so the difference is not just one of level and difficulty but of content).*
- Are there budgetary implications regarding software licences, etc?  
*We can cover any anticipated expenses with our classroom materials budget. Most of the software we would be sampling can be done so on a trial basis or in an affordable manner. Ss will do most of their work at home using their own computers and software as well given the hybrid/online format of the course.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2016  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) February 2022  
 Course outline form version: 05/29/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

**Course Code and Number:** ADED 415

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

**Course Full Title:** Facilitating e-Learning

**Course Short Title (if title exceeds 30 characters):**

**Faculty:** Faculty of Professional Studies

**Department (or program if no department):** Adult Education

**Calendar Description:**

This course explores challenges, opportunities, issues, and practices associated with the use of the Internet in adult learning and education. As an advanced course in facilitation and instructional design, it supports learners to critically engage new instructional and learning technologies while learning to apply effective methods and to acquire practical skills to facilitate online learning and teaching.

**Prerequisites (or NONE):** None.

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

**Pre/corequisites (if applicable, or NONE):** ADED 325.

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

**Transfer Credit**

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OREg to submit to BCCAT):

☐ Yes ☒ No (if yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☒ No

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

**Total Hours: 45**

**Typical structure of instructional hours:**

|                                            |           |
|--------------------------------------------|-----------|
| Lecture hours                              | 12        |
| Seminars/tutorials/workshops               |           |
| Laboratory hours                           |           |
| Field experience hours                     |           |
| Experiential (practicum, internship, etc.) |           |
| Online learning activities                 | 33        |
| Other contact hours:                       |           |
| <b>Total</b>                               | <b>45</b> |

**Special Topics**

Will the course be offered with different topics?

☐ Yes ☒ No

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

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

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

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

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

**Department / Program Head or Director:** Seonaigh MacPherson

**Date approved:** January 12, 2016

**Campus-Wide Consultation (CWC)**

**Date of posting:** February 12, 2016

**Faculty Council approval**

**Date approved:** January 2016

**Dean/Associate VP:** Tracy Ryder-Glass

**Date approved:** January 2016

**Undergraduate Education Committee (UEC) approval**

**Date of meeting:** February 26, 2016

**Learning Outcomes**

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

- Identify the opportunities and challenges presented by the use of the Internet in adult education, teaching, and learning.
- Compare and contrast the instructional and self-directed learning capabilities of a range of Internet-based platforms, resources, media, and tools.
- Display adapted, appropriate, varied, and flexible forms of communication within an online or Internet supported teaching and learning environments.
- Apply key principles or best practices in the facilitation of online learning in a range of adult education contexts.
- Demonstrate the ability to plan, organize, deliver, and evaluate teaching and learning using e-Learning platforms and resources
- Integrate a range of multimedia and e-learning resources within an adult teaching and learning context.

**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)**

Demonstrations, case studies, mini-lessons online

**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. | Colvin, R., & Mayer, R.E.                     | E-learning and the science of instruction: Guidelines for consumers and designers of multimedia learning   | <input checked="" type="checkbox"/> | Pfeiffer    | 2008/2011 |
| 2. | Penny Light, T., Chen, H.L., & Ittelson, J.C. | Documenting learning with ePortfolios: A Guide for College Instructors                                     | <input type="checkbox"/>            | Jossey-Bass | 2012      |
| 3. | Rennie, F., & Morrison, T.                    | e-Learning and Social Networking Handbook: Resources for Higher Education                                  | <input checked="" type="checkbox"/> | Routledge   | 2013      |
| 4. | Kapp, K.                                      | The Gamification of Learning and Instruction: Game-based Methods and Strategies for Training and Education | <input checked="" type="checkbox"/> | Pfeiffer    | 2012      |
| 5. | Herrington, J., Reeves, T.C., & Oliver, R.    | A Guide to Authentic e-Learning                                                                            | <input checked="" type="checkbox"/> | Routledge   | 2010      |

**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):**

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

**Typical Course Content and Topics**

**Content, Theories and Research:** Using texts, lectures, presentations, and discussions to enable learners to critique, while familiarizing themselves with, the full scope of new Internet technologies available in adult education

**Demonstration and Modelling Methods:** Inquiring into methods, demonstrating and modelling techniques, and viewing modeling online using Web-based resources.

**Applications:** Students perform mini-lessons and instructional activities online to experiment and apply a range of applications they encounter through readings and the course contents.

**Memo for Course Changes**

To: Professional Studies Faculty Council and UEC

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

Date: January 12, 2016

**Subject: Proposal for Discontinuation of: ADED 200 Portfolio Development for Prior Learning**

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:

*ADED 200 has not been offered for several years.*

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

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

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

*All of the programs within the Faculty of Professional Studies have been consulted.*

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: *No change*
- b. Class size limit: *No change*
- c. Frequency of offering: *No change*

d. Resources required (labs, equipment): *No change*

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? *N/A*

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

**Memo for Course Changes**

To: Professional Studies Faculty Council and UEC

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

Date: January 12, 2016

**Subject: Proposal for Discontinuation of: ADED 441 Postcolonial Literatures and Adult Education**

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:

*ADED 441 has not been offered for several years.*

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

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

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

*All of the programs within the Faculty of Professional Studies have been consulted.*

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: *No change*
- b. Class size limit: *No change*

- c. Frequency of offering: *No change*
- d. Resources required (labs, equipment): *No change*
- 9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? *N/A*
- 10. Estimate of the typical costs for this course, including textbooks and other materials:

**Memo for Program Changes**

To: Professional Studies Faculty Council and UEC

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

Date: January 12, 2016

**Subject: Program change (Bachelor of Arts in Adult Education)**

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

- ☐ Program revision that requires new resources
- ☒ Addition of new course options or deletion or substitution of a required course
- ☐ Change to the majority of courses in an approved program
- ☐ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☐ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☒ Other – Please specify:
  - *Discontinuance of ADED 200 Portfolio Development for Prior Learning and ADED 441 Postcolonial Literatures and Adult Education*
  - *Remove CMNS 345 as a required upper level course and CMNS 445 from the list of electives*

2. Rationale for change(s):

**Major Change:** *In supporting the addition of **new courses** to the BA AE program, please include ADED 215 Foundation of e-Learning and ADED 415 Facilitating e-Learning as a change to the program.*

**Rationale:** *Given the dramatic increase in online teaching and learning in key contexts in which adult educators work – higher education and workplace education – it is important to add an introductory (optional 2<sup>nd</sup> year) course and an advanced (required 4<sup>th</sup> year) course to our program. The latter is part of the required 15 credits of instructional skills.*

**Major Change:** Literacy requirement

**Rationale:** *In preparation of the degree audit software and because many BA AE students have ENGL/CMNS transfer credits which are not able to be applied to the BA AE program plan, we wish to remove specific literacy course option. Instead stating “100 and above English and/or Communications for 6 credits” will allow for recognition of prior learning.*

**Major Change:** Add Minors and Extended Minors

**Rationale:** We are addressing requests from students to include the option of minors and extended minors to the BA AE program.

Students can add any existing minors and extended minors in Arts, Science, or Professional Studies.

**Note:** This will require completion of more than 120 credits.

**Major Change:** Related TESL/ ADED programs

**Rationale:** We are addressing requests from students to include this pathway as an option.

Students can choose to combine the TESL certificate with the BA AE degree or minor. This pathway recognizes TESL 310 and TESL 333 as meeting the requirements for ADED 325 and ADED 473 if and when all the other requirements for both BA-ADED and the TESL certificate are met. In addition, two of the Adult Education courses count as the six required elective credits for the TESL Certificate. Link to TESL website.

Contact the BA AE program advisor for details.

**Major Change:** Graduation Requirements

**Rationale:** In preparation of the degree audit software, the BA AE program was advised to add the following comment to the graduation requirements:

Completed certificate programs, diplomas, vocational credits and Red Seal may be accepted as part of the BA-ADED degree requirements subject to approval of the Admissions Office.

**Minor Change:** Remove CMNS 345 as a required course

**Rationale:** CMNS 345 has been replaced with ADED 325 Teaching Adults which will benefit BA AE students because it will be administered by the BA AE program with a specific focus on Adult Learning.

CMNS 345 and CMNS 445 are recognized as electives but will not be specifically listed in the calendar.

**Minor Change:** Stipulate Instructional Design required courses (total 15 credits)

| <b><i>Instructional Design Requirement (15 credits)</i></b> |                                      |
|-------------------------------------------------------------|--------------------------------------|
| ADED 325                                                    | Teaching Adults                      |
| ADED 408                                                    | Assessing Adult Learning             |
| ADED 415                                                    | Facilitating e-Learning              |
| ADED 425                                                    | Curriculum Design for Adult Learning |
| ADED 435                                                    | Facilitating Adult Learning          |

**Minor Change:** Stipulate Diversity and Social Justice required courses

| <b><i>Diversity and Social Justice</i></b><br><b><i>Choose Three of the following (9 credits)</i></b> |                                               |
|-------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| ADED 365                                                                                              | Adult Education in Canada: Indigenous Peoples |
| ADED 405                                                                                              | Diversity in Adult Education                  |
| ADED 410                                                                                              | Adult Education and Social Change             |
| ADED 420                                                                                              | Adult Education in the Global Context         |

**Minor Change:** Identify Capstone courses

| <b><i>Adult Education Capstone Requirement</i></b><br><b><i>Three of the following (9 credits)</i></b> |                                        |
|--------------------------------------------------------------------------------------------------------|----------------------------------------|
| ADED 370                                                                                               | Directed Studies                       |
| ADED 470                                                                                               | Synthesis Project in Adult Education I |
| ADED 472                                                                                               | Reflective Practice                    |
| ADED 473                                                                                               | Practicum in Adult Education           |

**Minor Change:** Identify Elective courses

| <b><i>Program Electives (9 Credits)</i></b><br><b><i>(can include non-ADED courses to be chosen in consultation with advisor)</i></b> |                                              |
|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| ADED 215                                                                                                                              | Foundations of e-Learning                    |
| ADED 305                                                                                                                              | Portfolio Development for PLAR               |
| ADED 350                                                                                                                              | Storytelling and the Reflective Practitioner |
| ADED 380                                                                                                                              | Educational Technologies                     |
| ADED 430                                                                                                                              | Leadership in Adult Education                |
| ADED 446                                                                                                                              | Community-based Adult Education Methods      |
| ADED 471                                                                                                                              | Synthesis Project in Adult Education II      |
| ADED 480                                                                                                                              | Seminar in Adult Education Issues            |
| ADED 330                                                                                                                              | Special Topics in Adult Education            |

**Minor Change:** Discontinuance of ADED 200 Portfolio Development for Prior Learning and ADED 441 Postcolonial Literatures and Adult Education

**Rationale:** *These courses have not been offered for several years.*

**Minor Change:** Change the number of PLAR credits from 45 to 54

**Rationale:** *We have identified specific learning outcomes which are recognised for Program PLAR which changes the number from 45 to 54 credits.*

**Minor Change:** Program Length and Locations change in the calendar.

*Should state: "All courses are offered online with some face-to-face sessions located on the Abbotsford campus. Distance students participate in these face-to-face sessions via video conferencing technologies."*

**Minor Change:** Remove statement on workload in the calendar

**Minor Change:** Combined WEC/ADED certificate/degree

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

***We intend to ADD the following two (2) program-level outcomes about Indigenous learners:***

***(a) Critically reflect on the histories of educational exclusion and harm perpetrated on minority or marginalized groups in Canada and internationally, including Indigenous peoples.***

*Relates to: UFV-ILO "Analyze critically and imaginatively") and add to outcomes of ADED 360; ADED 405; ADED 420.*

***(b) Apply strategies to promote equity and social justice for marginalized communities and learners in and through adult education, including specifically for Indigenous people in Canada and internationally.***

*Relates to: UFV-ILO "Engage in respectful and professional practice") and add to outcomes of ADED 405; ADED 410; ADED 420.*

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

*See above.*

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

*We anticipate no impact on resources.*

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

*These changes are undertaken to improve the program and enhance student pathways into and through the program, so we anticipate a modest increase in our enrolment from these changes.*

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

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

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

*Note that CMNS and ADED jointly delivered two courses - ADED/CMNS 345 (req'd) and 445 (elective), which were disentangled two years ago as negotiated with CMNS and UEC. CMNS wanted us either to share in the cost of delivery of the ADED 345 or to offer our own, and we opted for the latter. We*

*then developed our own ADED 325 and 435 and made both required. They still offer CMNS 345 and 445 and we recognize them for elective credit, as we committed to doing at the time. Please note that we had not agreed to the renewal of those courses anyway, which seem to have been processes or renewed a few years earlier without our participation.*

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*

*These changes happened two years ago when we began offering ADED 330R (ADED 325) and 330Q (ADED 435) to our students. So, there are no budgetary implications.*

**CWC comments and responses: Bachelor of Arts (Adult Education)**

---

**From:** Seonaigh MacPherson  
**Sent:** February 12, 2016 4:09 PM  
**To:** Amanda Grimson; cwconsult  
**Cc:** Corinne Richardson; Angie Reid; Liana Thompson  
**Subject:** RE: Bachelor of Arts in Adult Education revisions

See comments below in red.

**From:** Amanda Grimson  
**Sent:** February-11-16 2:34 PM  
**To:** cwconsult  
**Cc:** Seonaigh MacPherson; Corinne Richardson; Angie Reid; Liana Thompson  
**Subject:** Bachelor of Arts in Adult Education revisions

Please reply-all with CWC comments on the attached.

The UEC Screening Subcommittee has reviewed this proposal and has the following comments:

- Have the other faculties (Arts and Science) been consulted regarding the addition of minors and extended minors in their areas? **We consulted with the two minor programs that most interest our students - Communications and Business.**
  - Lower level requirements:
    - The remaining 51 credits should be spelled out as a requirement, rather than simply included in a note. **Added to the Lower Level requirements table (see revised calendar changes attached.)**
    - The second note does not belong in the lower-level requirements, as it includes an upper-level course. This note should be attached to ADED 305 where it appears in the program. **Done.**
  - The statement “Students applying for credit through PLAR are also required to complete ADED 305” may require clarification. Does this apply to all students regardless of the number of PLAR credits? **Done – true that we often let Ss who are wanting to do single course challenges to do it without the course. I have specified “program PLAR,” which is how UFV differentiates block and course-based PLAR.**
  - The memo mentions that “Students can choose to combine the TESL certificate with the BA AE degree **or minor...**”, but there is no Adult Education minor. Is this referring to something else? **We will remove it. We are proposing a minor but it had to be removed from this package. So, we’ll change the calendar once it is approved.**
  - The memo also indicates that two ADED courses count toward the TESL certificate, but it appears that the certificate currently only allows one ADED course. **Liana Thompson confirmed that any Adult Education course can be used as a List 1 elective, and they always have counted as a List 2 elective. That makes this statement accurate. I realize this is discrepant with what appears in the calendar, but she has confirmed that it is accurate in practice.**
  - Has Continuing Education been consulted regarding inclusion of this program in the Adult Education calendar copy? **Yes. They were very supportive.**
-

**From:** Marla Fralick  
**Sent:** January-27-16 4:40 PM  
**To:** Amanda Grimson  
**Cc:** Seonaigh MacPherson; Corinne Richardson; Marla Fralick  
**Subject:** UEC Submission of Bachelor of Arts in Adult Education Calendar Copy changes

Hi Amanda

Please find attached supporting document and the approved motion from the January 22, 2016 Professional Studies Faculty Council meeting, for submission to the UEC Screening Subcommittee.

**Agenda Items**

- 4.10 Bachelor of Arts in Adult Education – Change to discontinue ADED 200
- 4.11 Bachelor of Arts in Adult Education – Change to discontinue ADED 441
- 4.12 Bachelor of Arts in Adult Education – Change to remove CMNS 345 as a required upper level course
- 4.13 Bachelor of Arts in Adult Education – Change to remove CMNS 445 from the list of electives
- 4.14 Bachelor of Arts in Adult Education – Change to add new course ADED 215
- 4.15 Bachelor of Arts in Adult Education – Change to add new course ADED 415
- 4.16 Bachelor of Arts in Adult Education – Change to literacy requirement
- 4.17 Bachelor of Arts in Adult Education – Change to add minors and extended minors
- 4.18 Bachelor of Arts in Adult Education – Change to add related TESL/ADED programs
- 4.19 Bachelor of Arts in Adult Education – Change to graduation requirements
- 4.20 Bachelor of Arts in Adult Education – Change to course identification
- 4.21 Bachelor of Arts in Adult Education – Change to the number of PLAR credits from 45 to 54
- 4.22 Bachelor of Arts in Adult Education – Change to program length and locations in the calendar
- 4.23 Bachelor of Arts in Adult Education – Change to remove statement on workload in the calendar
- 4.24 Bachelor of Arts in Adult Education – Change to combine WEC/ADED certificate/degree

**MOTION**

**Seonaigh MacPherson/Glen Paddock**

THAT the Bachelor of Arts in Adult Education program changes to calendar copy for agenda items 4.10 – 4.24 be approved as presented.

**CARRIED**

**MOTION**

**Seonaigh MacPherson/Robert Harding**

THAT the Bachelor of Arts in Adult Education change to add two program-level outcomes about Indigenous learners be approved as presented.

**CARRIED**

Thank you

*Marla Fralick*

Administrative Assistant

Faculty of Professional Studies, Dean's Office

(604) 504-7441 Local 5123

C1017

## **Calendar Changes**

### **Bachelor of Arts (Adult Education) degree**

The Bachelor of Arts (Adult Education) degree is a unique mid-career professional development program for people who are instructing, administering, developing programs for, or providing educational support to adult learners. The program consists of ~~124~~<sup>CR11</sup> 120 credits, which may be achieved through a combination of coursework, credit for prior experience, and transfer credit. Most students are part-time students, taking one or two courses per semester. The program offers students the opportunity to link practical and theoretical course work to the challenges they meet in their work setting, while enhancing their knowledge, skills, and appreciation of the field of adult education.

### **Entrance requirements**

**Option 1:** University entrance (for students who have attended some post-secondary school)

1. Applicants must satisfy the English language proficiency requirement. For details on how this requirement may be met, see **English language proficiency requirement** section of the calendar.

2. Plus one of the following alternatives:

- Completion of a minimum of nine credits in courses numbered at the 100-level and above with a cumulative grade point average (CGPA) of 2.67 (B-) on all credits attempted; or
- Completion of a minimum of 30 credits in courses numbered at the 100-level and above with a CGPA of 2.00 (C) on all credits attempted; or
- Completion of the Workplace Education certificate.

**Option 2:** Departmental discretionary admission

The Adult Education department will also consider applications from working professionals with at least three years of significant and relevant Adult Education or related experience, even though they may not possess the required GPA, course grades, or course currency necessary for entry into the degree program. The department will exercise its discretion in such cases and, where warranted, accept students on a conditional basis.

Students accepted to the program under this applicant category will be required by the department to support their application by submitting a resume and/or letters of reference to the program advisor, as determined by the department.

**Note:** Applicants must satisfy the English language proficiency requirement. For details on how this requirement may be met, see **English language proficiency requirement** section of the calendar.

~~Students who do not meet these requirements might consider **Qualifying Studies**.~~[CR2]

If you are unsure if you meet the qualifications, contact the adult education program advisor. [CR3]

### **When to apply**

~~Applications are accepted for entrance to the Fall, Winter, and Summer semesters. For application deadlines, see **Specific intake application process**.~~[CR4]

| Semester            | First day to apply | Recommended application deadline |
|---------------------|--------------------|----------------------------------|
| Fall (September)    | October 1          | January 31                       |
| Winter (January)    | May 1              | August 31                        |
| <b>Summer (May)</b> | <b>October 1</b>   | <b>December 31</b> [CR5]         |

### **How to apply**

1. Apply online at **ufv.ca/admissions/admissions/apply**.

Additional documents required for a complete application:

- Official transcripts from all post-secondary institutions you have attended (other than UFV) showing grade/course achievement as per program entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the **Transfer Credit** section for details. If post-secondary transcripts cannot be provided, evidence of compliance with the English language proficiency requirement must be provided. For details on how this requirement may be met, see **English language proficiency requirement** section of the calendar.

2. Students will be advised of an admission decision and provided with registration information. A deposit is required prior to registration (see the Fees and Other Costs section). This money will be applied toward tuition fees. Final payment of all course fees is due the end of the second week of classes.

3. Following notification of admission to the program, students must contact the program advisor in order to create a program plan for their studies.

#### **Basis for admission decision**

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

#### **Program planning**

~~Applicants seeking credit in the program for previous credentials or educational experience must obtain official transcripts from every post-secondary institution attended, and proof of any previously earned trades qualifications, certificates, or diplomas. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the **Transfer Credit** section for details. Submit all other official documents directly to the UFV Admission and Records office. These documents are required to assist in planning the program of study.~~ [CR6]

~~Students should contact the adult education program advisor to assist with a program plan.~~ [CR7]

**Program length and locations**

The length of time required for program completion depends on the number of courses taken per semester, and the number of credits awarded through transfer credit or Prior Learning Assessment and Recognition (PLAR).

All courses are offered online with some face-to-face sessions that are located on the Abbotsford campus. Distance students participate in these face-to-face sessions via video- conferencing technologies.<sup>[CR8]</sup>

**Program requirements**

The BA (Adult Education) program requires completion of ~~121~~ 120<sup>[CR9]</sup> credits with a minimum cumulative grade point average (CGPA) of 2.0. At least 45 credits must be from upper-level courses.

**Residency requirement**

A minimum of 30 credits must be from UFV credit offerings.

**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)**.

## **Graduation Requirements**

It is the student's responsibility to ensure all program requirements are met. This should be done by regular consultation with a Program Advisor. Degree candidates who qualify to receive a UfV degree must be approved by the Program Advisor and Senate.

Students must apply for graduation by completing the Graduation Request form available at [ufv.ca/admissions](http://ufv.ca/admissions), or from the Office of the Registrar. We recommend this be done in the first month of the final semester. The final deadline for students who wish to attend the June Convocation ceremony is April 1st of each year, with all program requirements completed by April 30th of each year.<sup>[CR10]</sup>

Completed certificate programs, diplomas, vocational credits and Red Seal may be accepted as part of the BA-ADED degree requirements subject to approval of the Admissions Office. |

### **[CR11] Minors<sup>[CR12]</sup> in other programs**

*Students can add any existing minors and extended minors in Arts, Science, or Professional Studies.*

*Note: this will require completion of more than 120 credits.*

### **Combined WEC/ADED certificate/degree**

The four courses of the Workplace Education certificate are all required courses in the BA-ADED degree. Therefore, all students graduating with a BA-ADED automatically receive a Workplace Education certificate. Likewise, students who complete the Workplace Education certificate can use those courses towards the BA-ADED degree without having to transfer it in.<sup>[CR13]</sup>

### **Related TESL/ ADED programs**

Students can choose to combine the TESL certificate with the Bachelor of Arts (Adult Education) degree ~~or minor~~. This pathway recognizes TESL 310 and TESL 333 as meeting the requirements for ADED 325 and ADED 473 if and when all the other requirements for both the degree and the TESL certificate are met. In addition, ~~one~~two of the Adult Education courses count as ~~three~~of six required elective credits for the TESL Certificate. Link to TESL website.

Contact the BA AE program advisor for details. |

[CR14]

**Program Requirements****~~Lower-level requirements~~**

**~~A total of 60 credits~~**, acquired through a combination of the following:

- ~~1. Credits awarded through Prior Learning Assessment and Recognition (PLAR) to a maximum of 45-54 credits. **Note:** Students applying for credit through PLAR are also required to complete ADED 305.~~
- ~~2. Transfer credits.~~
- ~~3. Credits acquired at UFV or elsewhere.~~

~~And including ADED 210 or ADED 215~~

~~And including 6 credits 100 and above ENGL/CMNS.~~

**~~Note:~~** Students wishing to take courses at other institutions for credit in the BA (Adult Education) program must first obtain permission from the program advisor and obtain Letters of Permission from UFV and from the other institution.

~~The completed 60 credits must include:~~

- ~~1. One of ENGL 105, CMNS 125, or CMNS 155~~
- ~~2. One of CMNS 251, ENGL 120, ENGL 130, or ENGL 170~~

~~**1. "100 and above English and/or Communications" courses for 6 credits.**~~

- ~~1. —~~
- ~~2. ADED 210 (Principles and Practice of Adult Education) or ADED 215 Fundamentals of e-Learning~~

~~BA (Adult Education) students will not be permitted to enrol in upper-level ADED courses until they have completed at least 30 credits, including the three courses listed above.~~

~~OLD FORMAT: Cross this all out and use the format below~~<sup>[CR15]</sup>

## Upper-level requirements

1. All of the following or equivalent:

| Course   | Title                                                       | Credits |
|----------|-------------------------------------------------------------|---------|
| ADED 310 | Fundamentals of Adult Education                             | 3       |
| ADED 320 | Adult Learning                                              | 3       |
| ADED 340 | Program Planning and Evaluation                             | 3       |
| CMNS 345 | Instructional Skills for the Workplace                      | 4       |
| ADED 360 | Adult Education in the Canadian Context: History and Trends | 3       |
| ADED 370 | Guided Independent Study                                    | 3       |
| ADED 390 | Selecting, Evaluating, and Using Adult Education Research   | 3       |
| ADED 405 | Diversity in Adult Education Contexts                       | 3       |
| ADED 407 | Organizational and Workplace Learning                       | 3       |
| ADED 408 | Assessing Adult Learning                                    | 3       |

|          |                                       |   |
|----------|---------------------------------------|---|
| ADED 410 | Adult Education and Social Change     | 3 |
| ADED 420 | Adult Education in the Global Context | 3 |
| ADED 470 | Synthesis Project in Adult Education  | 3 |
| ADED 472 | Reflective Practice                   | 3 |

2. Any three of the following or equivalent:

| Course   | Title                                           | Credits |
|----------|-------------------------------------------------|---------|
| ADED 350 | Storytelling and the Reflective Practitioner    | 3       |
| ADED 365 | History of Aboriginal Adult Education in Canada | 3       |
| ADED 380 | Educational Technologies                        | 3       |
| CMNS 445 | Facilitating Skills for the Workplace           | 4       |
| ADED 446 | Community-based Adult Education Methods         | 3       |

[CR16] 3. 9 credits of program electives, chosen in consultation with the program advisor. UFV courses other than ADED courses can be used to satisfy this requirement.

## Workload and expectations

Coursework in the program combines theory and practice. Students should expect to spend at least three hours of study and preparation outside of class for each hour of class time. [CR17]

## New Format: Lower Level Requirements

A total of 60 credits as per below:

| Course   | Title                                                                                                                                                                                              | Credits   |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| ADED 210 | Principles and Practice of Adult Education                                                                                                                                                         |           |
|          | OR                                                                                                                                                                                                 | 3         |
| ADED 215 | Fundamentals of e-Learning                                                                                                                                                                         |           |
|          | 100 and above English and/or Communications”<br>courses for 6 credits                                                                                                                              | 6         |
|          | <u>51 additional upper- or lower-level credits to be<br/>earned through coursework at UFV, transfer credits,<br/>or through program-based Prior Learning Assessment<br/>and Recognition (PLAR)</u> | <u>51</u> |
|          | <u>NOTE: PLAR allowed to a maximum of 54 credits. If<br/>interested in such program PLAR, see ADED 305).</u>                                                                                       |           |

Note: The remaining 51 credits can be from transfer credits, or credits from UFV or through Prior Learning Assessment and Recognition (PLAR) for a maximum of 54 credits.

**Note:** Students applying for credit through PLAR are also required to complete ADED 305.

## New Format: Upper Level Requirements

A total of 60 credits as per below:

| Course                       | Title                                         | Credits |
|------------------------------|-----------------------------------------------|---------|
| <b>Core Required Courses</b> |                                               |         |
| ADED 310                     | Fundamentals of Adult Education               | 3       |
| ADED 320                     | Adult Learning                                | 3       |
| ADED 340                     | Program Planning and Evaluation               | 3       |
| ADED 360                     | Adult Education in Canada: History and Trends | 3       |
| ADED 390                     | Research in Adult Education                   | 3       |
| ADED 407                     | Organizational and Workplace Learning         | 3       |

**Instructional Design Required Courses**

|          |                 |   |
|----------|-----------------|---|
| ADED 325 | Teaching Adults | 3 |
|----------|-----------------|---|

Note: TESL 310 can be used in place of ADED 325 for students pursuing the TESL certificate

|          |                          |   |
|----------|--------------------------|---|
| ADED 408 | Assessing Adult Learning | 3 |
|----------|--------------------------|---|

|          |                         |   |
|----------|-------------------------|---|
| ADED 415 | Facilitating e-Learning | 3 |
|----------|-------------------------|---|

|          |                                      |   |
|----------|--------------------------------------|---|
| ADED 425 | Curriculum Design for Adult Learning | 3 |
|----------|--------------------------------------|---|

|          |                             |   |
|----------|-----------------------------|---|
| ADED 435 | Facilitating Adult Learning | 3 |
|----------|-----------------------------|---|

**Diversity and Social Justice Courses  
Choose three of the following:**

|          |                                      |   |
|----------|--------------------------------------|---|
| ADED 365 | Indigenous Adult Education in Canada | 3 |
|----------|--------------------------------------|---|

|          |                              |   |
|----------|------------------------------|---|
| ADED 405 | Diversity in Adult Education | 3 |
|----------|------------------------------|---|

|          |                                   |   |
|----------|-----------------------------------|---|
| ADED 410 | Adult Education and Social Change | 3 |
|----------|-----------------------------------|---|

|          |                                       |   |
|----------|---------------------------------------|---|
| ADED 420 | Adult Education in the Global Context | 3 |
|----------|---------------------------------------|---|

**Capstone Courses**

**Choose three of the following:**

ADED 370 Directed Studies 3

ADED 470 Synthesis Project in Adult Education I 3

ADED 472 Reflective Practice 3

ADED 473 Practicum in Adult Education 3

Note: TESL 333 can be used in place of ADED 473 for students pursuing the TESL certificate

**Adult Education Electives  
Choose three of the following:**

ADED 305 Portfolio Development for PLAR 3

[NOTE: This course is required for program PLAR.](#)

ADED 350 Storytelling and the Reflective Practitioner 3

ADED 380 Educational Technologies 3

ADED 430 Leadership in Adult Education 3

ADED 446 Community-based Adult Education Methods 3

|          |                                         |   |
|----------|-----------------------------------------|---|
| ADED 471 | Synthesis Project in Adult Education II | 3 |
|----------|-----------------------------------------|---|

|          |                                   |   |
|----------|-----------------------------------|---|
| ADED 480 | Seminar in Adult Education Issues | 3 |
|----------|-----------------------------------|---|

|          |                                   |   |
|----------|-----------------------------------|---|
| ADED 330 | Special Topics in Adult Education | 3 |
|----------|-----------------------------------|---|

**Note:** 1. Courses not used in the Diversity and Social Justice section or the Capstone courses can be used as an elective.

2. Electives can include non-ADED courses to be chosen in consultation with advisor

### **Course listings**

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

**Memo for Course Changes**

To: UEC

From: Allan Arndt

Date: March 2015

**Subject: Proposal for revision of (BIO 201 Cellular Biochemistry and Metabolism)**

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: course content, lab exercises

2. Rationale for change:

Title – revised to conform to the UFV standard.

Prerequisites - streamlined, the C+ requirement has been added to ensure student success.

Learning outcomes - updated/comments refer to the biology department ILOs.

Evaluation methods - updated to include quizzes.

- 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: \$800 (approx.)

**CWC comments and responses:**

- Can BIO 111 be dropped, since it is a prereq for BIO 112?  
*No, as BIO 111 & 112 are articulated quite differently at other institutions.*
- Is there evidence that students with less than a C+ are not successful? (Do you have some research to support this?)  
*Yes, the department conducted a student success survey Fall 2014.*


**ORIGINAL COURSE IMPLEMENTATION DATE:**

June 1994

**REVISED COURSE IMPLEMENTATION DATE:**

September 2016

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

December 2020

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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|----|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> BIO 201                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Cell Biochemistry/Metabolism                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department (or program if no department):</b> Biology                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>The biochemistry, structure, and function of cellular components are studied. Students examine pathways of chemotrophic and phototrophic metabolism in cells, focusing on cellular energy flow and control. Laboratory exercises emphasize the experimental evidence underlying current understanding of cell biochemistry and metabolism.                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | One of the following: (BIO 111, BIO 112, CHEM 113, and CHEM 114) or (any three AGRI courses numbered 100 or higher). Note: As of January 2017, a C+ or better must be obtained in each prerequisite course.                                                                                                                                                                                                                                                                                                                      |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 90</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: right;">45</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td style="text-align: right;">45</td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>90</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 45 | Seminars/tutorials/workshops |  | Laboratory hours | 45 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>90</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>90</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Maximum enrolment (for information only): 24</b><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> annually                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Allan Arndt                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> February 27, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> May 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of posting:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Lucy Lee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> May 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> February 26, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

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

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

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

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

Lectures, laboratory exercises and reports, problem sets.

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

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

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

| Author (surname, initials) | Title (article, book, journal, etc.) | Current ed.                         | Publisher     | Year |
|----------------------------|--------------------------------------|-------------------------------------|---------------|------|
| 1. Hardin                  | Becker's World of the Cell           | <input checked="" type="checkbox"/> | Prentice Hall | 2011 |

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 35% | Assignments: | %   | Midterm exam:     | 25% | Practicum: | %    |
| Quizzes/tests: | 10% | Lab work:    | 30% | Field experience: | %   | Total:     | 100% |

**Typical Course Content and Topics**
**Biological molecules**

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

**Bioenergetics and enzymes**

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

**Movement of molecules from cell to cell and within the cell**

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

**Energy flow in cells**

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

**Lab exercises**

- Photometric assays
- Isolation of protein fractions from porcine serum
- Electrophoresis of protein fractions from porcine serum
- Enzyme kinetics of acid phosphatase
- Thin Layer chromatography to separate fats from naturally-occurring lecithin
- Cell respiration in yeast cells
- Use of inhibitors to probe mitochondrial electron transport
- Chloroplast isolation and measurement of electron flow through PSII

**Memo for Course Changes**

To: UEC

From: Allan Arndt

Date: March 2015

**Subject: Proposal for revision of (BIO 220 Genetics)**

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

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

2. Rationale for change:

The C+ prerequisite requirement has been added to ensure student success.

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

Slight change to learning outcomes.

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

n/a

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

n/a

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

n/a

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

n/a

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

- a. Credit value

n/a

b. Class size limit

n/a

c. Frequency of offering

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:

\$800

**CWC comments and responses:**

- Can BIO 111 be dropped, since it is a prereq for BIO 112?  
*No, as BIO 111 & 112 are articulated quite differently at other institutions.*
- Is there evidence that students with less than a C+ are not successful? (Do you have some research to support this?)  
*Yes, the department conducted a student success survey Fall 2014.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** October 1994  
**REVISED COURSE IMPLEMENTATION DATE:** September 2016  
**COURSE TO BE REVIEWED:** (six years after UEC approval) December 2020  
**Course outline form version:** 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|----|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> BIO 220                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Genetics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department (or program if no department):</b> Biology                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>This introductory genetics course deals with the principles and concepts of transmission of genetic information in all living organisms. The function of a gene will also be studied at the molecular level.                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | One of the following: (BIO 111 and BIO 112) or (BIO 111 and three AGRI courses). Note: As of January 2017, a C+ or better must be obtained in each prerequisite course.                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 90</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture hours</td> <td style="text-align: right;">45</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td style="text-align: right;">45</td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: right;"><b>90</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 45 | Seminars/tutorials/workshops |  | Laboratory hours | 45 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>90</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>90</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
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| <b>Department / Program Head or Director:</b> Allan Arndt                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> February 27, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date approved:</b> May 29, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of posting:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Lucy Lee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> April 17, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> February 26, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

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

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

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

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

The basic genetic principles will be taught in lectures. Practical experience will be gained through laboratory exercises and assignments.

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

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

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

| Author (surname, initials) | Title (article, book, journal, etc.) | Current ed.                         | Publisher     | Year |
|----------------------------|--------------------------------------|-------------------------------------|---------------|------|
| 1. Russell                 | iGenetics: A Molecular Approach      | <input checked="" type="checkbox"/> | Prentice Hall | 2011 |
| 2.                         |                                      | <input type="checkbox"/>            |               |      |
| 3.                         |                                      | <input type="checkbox"/>            |               |      |

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

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

**Typical Evaluation Methods and Weighting**

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

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

The major topics included in this course:

1. Basic Mendelian Genetics
2. Mitosis and meiosis
3. Elementary probability
4. Mapping genes on eukaryotic, bacterial and viral chromosomes
5. Basic cytogenetics
6. DNA structure
7. Replication
8. Transcription and translation
9. Cloning and sequencing
10. Control of gene expression
11. Eukaryotic chromosomes

**Laboratory Experiments:**

- Lab 1 Gene Mapping
- Lab 2 Mutagenesis
- Lab 3 Genomics
- Lab 4 DNA Isolation and Quantification
- Lab 5 Transformation and Restriction Enzyme Mapping
- Lab 6 RFLP Analysis and PCR Amplification

**Memo for Course Changes**

To: UEC

From: Allan Arndt, Biology Department Head

Date: June 2015

**Subject: Proposal for revision of (BIO 401 Molecular Biology I)**

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: course content updates

2. Rationale for change:

The course content has been updated to reflect current syllabus.

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 revised to align with biology ILO's.

Letters distinguish biology outcomes, numbers distinguish institutional outcomes.

- A) Access and use biological knowledge in order to interpret and engage in discussions on contemporary biological and social issues on a regional and global scale **1, 4, 9**
  - B) Foster critical thinking to analyze, interpret, integrate, and critique the existing and emerging body of biological knowledge in both independent and collaborative settings. **2, 6, 7**
  - C) Learn and apply multiple methods and techniques to answer biological questions in a professional and ethical context. **3, 4, 8**
  - D) Access, integrate, and communicate scientific information to general and academic audiences and be leaders in the community. **5, 7**
  - E) Initiate inquiries and develop solutions to biological questions and be aware of the limits of knowledge. **2, 4, 9**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? This course is not required by any program beyond the discipline.
5. Which program areas have been consulted about the change(s)? Biology department

6. What consideration has been given to indigenizing the curriculum?  
Indigenization is encouraged at the program level through breadth/elective requirements where students can choose from courses where indigenization is appropriate to the course content and discipline.
7. If this course is not eligible for PLAR, explain why: This course is eligible for PLAR.
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: None of these items have changed.
  - 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? Field trips are not required.
10. Estimate of the typical costs for this course, including textbooks and other materials: \$600.00

**CWC comments and responses:**

- There appears to have been a significant change to the hours (from 105 to 45). Can this be explained? Are the lab hours no longer included?  
*The course used to include an extensive session that was in addition to the 80x2 contact hours of lecture. The department felt the workload for students was far in excess of what is typical for a 3 credit course so has reduced hours to match the other upper-level 3 credit courses.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 1992  
 REVISED COURSE IMPLEMENTATION DATE: September 2016  
 COURSE TO BE REVIEWED: (six years after UEC approval) February 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> BIO 401                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Molecular Biology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> Biology                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><p>A study of the techniques employed in molecular biology to study advanced problems and concepts such as gene expression, cell organization, cell function, and the control of cell division and growth. Students will be required to participate in class seminars designed to analyze the recent scientific literature on topics related to the molecular biology of cells.</p>                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | One of the following: BIO 304, BIO 312, BIO 320 or BIO 325. Note: As of January 2017, prerequisites will change to the following: BIO 201, BIO 202, and BIO 220.                                                                                                                                                                                                                                                                                                                                                                 |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 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;">39</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td style="text-align: right;">6</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 39 | Seminars/tutorials/workshops | 6 | 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 39        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 6         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| 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> 24<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> annually                                                                                                                                                                                                                                                                                                                                                                |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Allan Arndt                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> October 30, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> December 4, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of posting:</b> January 22, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Lucy Lee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> November 20, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> February 26, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

Upon successful completion of this course, students will be able

- Discuss important historical advances in the field of molecular biology
- Explain procedures used in molecular biology and how altering variables within protocols can change the expected outcomes
- Assess pcr primer quality and calculate annealing temperatures
- Annotate sequences with information regarding expression
- Design experiments employing molecular techniques discussed in class
- Describe molecular details of certain biological functions including cell division, sex determination, and development
- Discuss the molecular basis of both human and non-human disease states and how molecular biology has contributed to these

**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, demonstration, small group practice, discussion, audio-visual presentation, use of models and charts.

**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. | Clark, D., and Pazdernik N. | Molecular Biology                    | <input checked="" type="checkbox"/> | Garland   | 1994 |

**Typical Evaluation Methods and Weighting**

|                |     |                |     |              |     |            |      |
|----------------|-----|----------------|-----|--------------|-----|------------|------|
| Final exam:    | %   | Assignments:   | 10% | Midterm exam | 30% | Practicum: | %    |
| Seminar Final: | 20% | Lecture Final: | 40% | Other:       | %   | Total:     | 100% |

**Typical Course Content and Topics**
**Part I: Introduction**

- chemical principles
- macromolecules

**Part II: Molecular Methods**

- PCR and primer design
- Blotting and hybridization
- Restriction enzymes and cloning
- Microarrays
- Fluorescence and mapping
- DNA Sequence manipulation
- Diversity in gene expression
- mRNA positioning and processing
- Protein purification
- Protein interactions
- Transgenic expression
- Cellular imaging

**Part III: Function**

- transport across membranes
- cytoskeleton
- control of cell division and growth
- determination and differentiation
- chemical signaling
- energy production
- photosynthesis

**Part IV: Student Seminars**

- weekly student seminar presentations
- analysis of seminar material

Laboratory Experiments: Not required for this course

**Memo for Course Changes**

To: UEC

From: Allan Arndt, Biology Department Head

Date: November 10, 2015

**Subject: Proposal for revision of BIO 408 Directed Studies in Biology I**

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: revision of prerequisites in order to comply with Banner checking parameters
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): none
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No change
5. Which program areas have been consulted about the change(s)? OReg
6. What consideration has been given to indigenizing the curriculum? Indigenization is encouraged at the program level through breadth/elective requirements where students can choose from courses where indigenization is appropriate to the course content and discipline.
7. If this course is not eligible for PLAR, explain why: n/a, this course is eligible for PLAR
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: no changes made
  - 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? Field trips are not required.
10. Estimate of the typical costs for this course, including textbooks and other materials: \$451.05

**CWC comments and responses:**

- The evaluation methods include “technical ability, organization, and time management”; should this be incorporated into the learning outcomes?  
*This has been left as an evaluation method*
- How is “technical ability, organization, and time management” evaluated?  
*See added learning outcome #6*



ORIGINAL COURSE IMPLEMENTATION DATE: November 1994  
 REVISED COURSE IMPLEMENTATION DATE: September 2016  
 COURSE TO BE REVIEWED: (six years after UEC approval) February 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> BIO 408                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Directed Studies in Biology I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> Biology                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>The course is designed for students in a Biology major or minor. They will have an opportunity to apply scientific principles in a creative hands-on research experience outside the usual course format. Students will develop their own projects in biology under the supervision of a faculty member with expertise in the field. The projects will be equivalent in weight and difficulty to a single upper-level course.<br>Note: Students with credit for BIO 409 or BIO 499 cannot take this course for further credit.                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | B+ average in BIO 202, 210, and 220, and instructor's permission. Note: As of January 2017, prerequisites will change to the following: B+ or better in BIO 202, 210, and 220, and instructor's permission.                                                                                                                                                                                                                                                                                                                      |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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): <b>BIO 409, BIO 499</b><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                           |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>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></td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours: Student Directed</td><td style="text-align: center;">45</td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: center;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: Student Directed | 45 | <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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours: Student Directed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Maximum enrolment (for information only):</b> 6<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> every semester                                                                                                                                                                                                                                                                                                                                                           |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Allan Arndt                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> November 13, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> January 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of posting:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Lucy Lee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> January 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> February 26, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

1. exercise creativity in science
2. explore a specific area in depth
3. practice the clear formulation of answerable questions
4. express themselves clearly and professionally, both orally and in writing
5. develop industry contacts
6. maintain a scientific journal

**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)**

Students will work closely with college supervisors and, where appropriate, with industrial sponsors.

Lectures, demonstrations, small group practice, discussion, audio-visual presentations, use of models and charts.

**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 paper or project & seminar presentation: 55% | Assignments: %                                         | Midterm exam: %      | Practicum: % |
| Quizzes/tests: %                                   | Lab work: %                                            | Field experience: %  | Shop work: % |
| Seminar/written project proposal: 15%              | Technical ability, organization & time management: 20% | Research poster: 10% | Total: 100%  |

**Details (if necessary):** All students will be required to deliver an interim report or presentation to the supervising instructor. The final report will be delivered to a committee consisting of the supervisor a minimum of one other instructor, and the industrial partner if one exists. This committee will be responsible for assigning the final grade.

Final seminar presentation: Marked by members of the Biology Department (see Final Presentation Mark Sheet)

Research poster: Students registered in BIO 408 are required to present a poster at the UFV undergraduate research day.

Final paper or project: Students must hand in an acceptable final paper or project in order to pass the course. This paper will be marked by at least TWO members of the student's supervisory committee.

**Typical Course Content and Topics**

A student will be expected to spend no fewer hours on this project than on any other upper level 3 credit biology course (45 hours). The student experience may be considered to consist of several stages:

**Selection of a Suitable Area**

The student may already have a specific area of research in mind or a specific instructor with whom he or she would like to interact. In this case, the student and instructor will strike an agreement depending on:

- (i) available equipment and space
- (ii) budget for consumables
- (iii) availability of appropriate faculty and staff

Otherwise, an instructor may suggest a project to a suitable student. In all cases, it will be the instructor's responsibility to ensure that the proposed project is appropriate for an upper level student to accomplish in the proposed time. It is also the responsibility of the instructor to ensure that equipment, funding, and space are available for the project. In some cases, students may benefit from expert advice and input in addition to that of the supervising instructor (for example, see Industrial Partners, below). However, it is always the responsibility of the instructor to ensure that the project conforms to UFV academic standards.

**Design of Research Project**

The student will survey the literature in a particular field under the guidance of the appropriate instructor. The student will be assisted to build on the literature to formulate a testable hypothesis and design an appropriate experimental approach. The student will address questions such as: novelty of the approach, statistical analysis to be carried out, use of controls, use of replicates. Because of the nature of biological science, not all projects will fit neatly into one semester. Student and instructor will have the option of extending the course into a second semester, although the credit value of the course will remain 3 credits.

**Carry out Research**

The instructor will aid the student in mastery of the techniques necessary to carry out the research. The student will be responsible for scheduling time for the various stages of the project, making sure equipment is available, reporting to the instructor and industrial sponsor where appropriate. Regular meetings of student and instructor are required for all projects.

**Production of Research Paper**

The student will be expected to produce a research paper that is clear and scholarly and written in the style of a major journal. The instructor will aid the student in producing a quality piece of science communication.

**Industrial Partners**

An industrial partner may, if desired, be built into this project in one of several ways. In these cases, expenses and/or a salary may be underwritten by an industrial sponsor. The instructor remains the judge of the academic quality of the work.

1. The Biology 408 project may be accomplished through a part-time job. A student who expects to gain relevant science experience through a part-time job may wish to use the project as the basis for a Biology 408 report. A guidance/evaluation committee will be struck, consisting of the principal instructor and the industrial sponsor, plus at least one additional instructor. The student must have prior approval before registering in BIO 408.

2. The Biology 408 project may arise out of summer work or work undertaken in a semester that the student is away from the college. Such an arrangement must be set up in advance of the time away from UFV. The student must obtain approval from a supervising instructor before a project undertaken in a semester away from campus can be considered for BIO 408. In this case, the student, instructor and employer must remain in contact for the duration of the project.

3. The expenses incurred in a Biology 408 project may be supported by an industrial sponsor. Such an arrangement may be fostered by the proposed Science Council of British Columbia Skills Partnership program. In all cases, the report produced by the student remains the property of the University of the Fraser Valley.

**LABORATORY EXPERIMENTS**

Appropriate experiments will be determined by the supervising instructor and student. Cost and space considerations will be considered on an ad hoc basis.

**Memo for Course Changes**

To: UEC

From: Allan Arndt, Biology Department Head

Date: November 10, 2015

**Subject: Proposal for revision of BIO 409 Directed Studies in Biology II**

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: revision of prerequisites in order to comply with Banner checking parameters
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): none
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No change
5. Which program areas have been consulted about the change(s)? OReg
6. What consideration has been given to indigenizing the curriculum? Indigenization is encouraged at the program level through breadth/elective requirements where students can choose from courses where indigenization is appropriate to the course content and discipline.
7. If this course is not eligible for PLAR, explain why: n/a, this course is eligible for PLAR
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: no changes made
  - 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? Field trips are not required.
10. Estimate of the typical costs for this course, including textbooks and other materials: \$902.10

**CWC comments and responses:**

- The evaluation methods include “technical ability, organization, and time management”; should this be incorporated into the learning outcomes?  
*This has been left as an evaluation method*
- How is “technical ability, organization, and time management” evaluated?  
*See added learning outcome #5*



ORIGINAL COURSE IMPLEMENTATION DATE: September 1995  
 REVISED COURSE IMPLEMENTATION DATE: September 2016  
 COURSE TO BE REVIEWED: (six years after UEC approval) February 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> BIO 409                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Number of Credits:</b> 6 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Directed Studies in Biology II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department (or program if no department):</b> Biology                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>Biology 409 is similar to Biology 408, but is designed to accommodate more ambitious projects. This course may be taken over two semesters as 409A and 409B.<br>Note: Students with credit for BIO 408 or BIO 499 cannot take this course for further credit.                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | B+ average in BIO 202, 210, and 220, and instructor's permission. Note: As of January 2017, prerequisites will change to the following: B+ or better in BIO 202, 210, and 220, and instructor's permission.                                                                                                                                                                                                                                                                                                                      |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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): BIO 408, BIO 499<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 90</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td></td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours: Student Directed</td><td style="text-align: right;">90</td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>90</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: Student Directed | 90 | <b>Total</b> | <b>90</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours: Student Directed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 90        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>90</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Maximum enrolment (for information only): 6</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> Allan Arndt                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date approved:</b> November 13, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> January 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of posting:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Lucy Lee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> January 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> February 26, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**BIO 409**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 3**
**Learning Outcomes**

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

1. exercise creativity in science
2. explore a specific area in depth
3. practice the clear formulation of answerable questions
4. express themselves clearly and professionally, both orally and in writing
5. maintain a scientific journal

**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)**

Students will work closely with college supervisors and, where appropriate, with industrial sponsors.

Lectures, demonstrations, small group practice, discussion, audio-visual presentations, use of models and charts.

**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.)**

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

**Typical Evaluation Methods and Weighting**

|                                                    |                                                        |                      |              |
|----------------------------------------------------|--------------------------------------------------------|----------------------|--------------|
| Final paper or project & seminar presentation: 50% | Assignments: %                                         | Midterm exam: %      | Practicum: % |
| Quizzes/tests: %                                   | Lab work: %                                            | Field experience: %  | Shop work: % |
| Seminar/written project proposal: 20%              | Technical ability, organization & time management: 20% | Research poster: 10% | Total: 100%  |

**Details (if necessary):** All students will be required to deliver an interim report or presentation to the supervising instructor. The final report will be delivered to a committee consisting of the supervisor and a minimum of one other instructor, and the industrial partner if one exists. This committee will be responsible for assigning the final grade.

Final seminar presentation: Marked by members of the Biology Department (see Final Presentation Mark Sheet)

Research poster: Students registered in BIO 409 are required to present a poster at the UFV undergraduate research day.

Final paper or project: Students must hand in an acceptable final paper or project in order to pass the course. This paper will be marked by at least TWO members of the student's supervisory committee.

**Typical Course Content and Topics**

A student will be expected to spend no fewer hours on this project than on any other upper level 4 credit biology course with a laboratory component (90 hrs.)

The student experience may be considered to consist of several stages:

**Selection of a Suitable Area**

The student may already have a specific area of research in mind or a specific instructor with whom he or she would like to interact. In this case, the student and instructor will strike an agreement depending on:

- (i) available equipment and space
- (ii) budget for consumables
- (iii) availability of appropriate faculty and staff

Otherwise, an instructor may suggest a project to a suitable student. In all cases, it will be the instructor's responsibility to ensure that the proposed project is appropriate for an upper level student to accomplish in the proposed time. It is also the responsibility of the instructor to ensure that equipment, funding, and space are available for the project. In some cases, students may benefit from expert advice and input in addition to that of the supervising instructor (for example, see Industrial Partners, below). However, it is always the responsibility of the instructor to ensure that the project conforms to UFV academic standards.

**Design of Research Project**

The student will survey the literature in a particular field under the guidance of the appropriate instructor.

The student will be assisted to build on the literature to formulate a testable hypothesis and design an appropriate experimental approach. The student will address questions such as: novelty of the approach, statistical analysis to be carried out, use of controls, use of replicates.

Because of the nature of biological science, not all projects will fit neatly into one semester. Student and instructor will have the option of extending the course into a second semester, although the credit value of the course will remain 6 credits.

**Carry out Research**

The instructor will aid the student in mastery of the techniques necessary to carry out the research. The student will be responsible for scheduling time for the various stages of the project, making sure equipment is available, reporting to the instructor and industrial sponsor where appropriate. Regular meetings of student and instructor are required for all projects.

**Production of Research Paper**

The student will be expected to produce a research paper that is clear and scholarly and written in the style of a major journal. The instructor will aid the student in producing a quality piece of science communication.

**Industrial Partners**

An industrial partner may, if desired, be built into this project in one of several ways. In these cases, expenses and/or a salary may be underwritten by an industrial sponsor. The instructor remains the judge of the academic quality of the work.

1. The Biology 409 project may be accomplished through a part-time job. A student who expects to gain relevant science experience through a part-time job may wish to use the project as the basis for a Biology 408 report. A guidance/evaluation committee will be struck, consisting of the principal instructor and the industrial sponsor, plus at least one additional instructor. The student must have prior approval before registering in BIO 409.
2. The Biology 409 project may arise out of summer work or work undertaken in a semester that the student is away from the university. Such an arrangement must be set up in advance of the time away from UFV. The student must obtain approval from a supervising instructor before a project undertaken in a semester away from campus can be considered for BIO 409. In this case, the student, instructor, and employer must remain in contact for the duration of the project.
3. The expenses incurred in a Biology 409 project may be supported by an industrial sponsor. Such an arrangement may be fostered by the proposed Science Council of British Columbia Skills Partnership program. In all cases, the report produced by the student remains the property of the University of the Fraser Valley.

**LABORATORY EXPERIMENTS**

Appropriate experiments will be determined by the supervising instructor and student. Cost and space considerations will be considered on an ad hoc basis.

**Memo for Program Changes**

To: UEC

From: Allan Arndt, Biology Department Head

Date: November 20, 2015

**Subject: Program change (Ecology and Biology of Organisms concentration)**

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: Clerical correction - BIO 370 should appear under “Plus four courses (14-16 credits) from:”. Currently BIO 370 is listed as a required course.
2. Rationale for change(s): Clerical correction to the placement of BIO 370 within the Ecology and Biology of Organisms concentration.
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: Clerical correction.
4. What consideration has been given to indigenizing the curriculum? Clerical correction.
5. Will additional resources be required? If so, how will these costs be covered? Clerical correction.
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? Clerical correction.
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? Clerical correction.
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.) Clerical correction.
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. Clerical correction.

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. Clerical correction.

## Ecology and Biology of Organisms concentration

In addition to the courses required for a Biology major or Biology Honours, this concentration requires completion of the following:

- BIO 310, 312, ~~370~~, 416

**Plus four courses (14-16 credits) from:**

- BIO 301, 305, 306, 307, 308, 315, 326, 330, 335, 340, 360, 370, 380, 385, 390, 410, 417, 419, 430, 477
- BIO 408, 409, 499 (appropriate topic)
- BIO special topics course designated for credit under the Ecology and Biology of Organisms concentration

**Memo for Course Changes**

To: Jacqueline Nolte, Dean, College of Arts  
Amanda Grimson, UEC assistant; Rebekah Brackett, Committees Assistant

From: Steven Marsh, Department head

Date: 2015 April 19

**Subject: Proposal for revision of GEOG 340/GDS 340**

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:

Open up the courses to all students with lower-level credits and simplifies pathways. The nature of the courses are such that student experience is required, but not necessarily in Geography.

Typical evaluation has been updated to match pedagogy and increased participatory learning.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? n/a
5. Which program areas have been consulted about the change(s)? GATE – approved at the 2014 10 30 department meeting.
6. What consideration has been given to indigenizing the curriculum? This global development course includes discussions on indigenous communities worldwide.
7. If this course is not eligible for PLAR, explain why:
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
- a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? No change
10. Estimate of the typical costs for this course, including textbooks and other materials: n/a


**ORIGINAL COURSE IMPLEMENTATION DATE:**

September 2009

**REVISED COURSE IMPLEMENTATION DATE:**

September 2016

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

September 2018

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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|---|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GEOG 340                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Geographies of Poverty and Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Geographies of Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department (or program if no department):</b> Geography and the Environment                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>This course uses an interdisciplinary framework to critically examine diverse approaches to implementing socially, economically, and environmentally sustainable development initiatives, in Canada and internationally, with emphases on the environment, food security, natural resources, climate change, and community participation.<br>Note: Field trips outside of class time will be required.<br>Note: This course is offered as GEOG 340 and GDS 340. Students may take only one of these for credit.                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | One of the following: GEOG 240, GEOG 241, GEOG 242, SOC 250/GDS 250, or 45 university-level credits. Note: As of January 2017, prerequisites will change to the following: 45 university-level credits.                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with: <b>GDS 340</b><br>Equivalent course(s): <b>GDS 340</b><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                            |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 60</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: right;">26</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">26</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td style="text-align: right;">8</td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>60</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 26 | Seminars/tutorials/workshops | 26 | Laboratory hours |  | Field experience hours | 8 | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 26        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 26        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 8         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Maximum enrolment (for information only):</b> 28<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Every other year                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Lynn Kirkland Harvey                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date approved:</b> October 30, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> May 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of posting:</b> August 14, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Dr. Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> May 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> February 26, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

1. Discuss the geographical context of development and underdevelopment in both the Global South and the dominant North from a multi-scalar spatial perspective.
2. Describe how global processes are leading to progressively unequal patterns of development and change.
3. Evaluate critically the implications and impacts of development methods, programs and poverty alleviation projects on the environment and marginalized communities.
4. Identify key sources for information on topics within international development geography, and how to critically utilize these sources in a research project;
5. Convey clearly the findings of one's research to a general audience.

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

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

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

The format of the course will include lectures, assigned readings, discussion groups, online learning activities and oral presentations. Special emphasis will be placed on student participation in seminars, group projects, and field observation and reporting. Audio visual materials and case studies will support lecture material.

**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. | Chambers, R..                 | Revolutions in Development inquiry                                        | <input type="checkbox"/> | London: Earthscan    | 2008 |
| 2. | Gupta, J. & Grijp, N.         | Mainstreaming Climate Change in Development Cooperation.                  | <input type="checkbox"/> | Cambridge            | 2010 |
| 3. | Holmen, H.                    | Snakes in Paradise: NGOs and the Aid Industry in Africa.                  | <input type="checkbox"/> | Kumarian Press       | 2009 |
| 4. | Ljung, P. and Tannerfeldt, G. | More Urban Less Poor: An Introduction to Urban Development and Management | <input type="checkbox"/> | Earthscan Publishing | 2006 |
| 5. | Nichols, P.                   | Social Survey methods: A Fieldguide for Development Workers               | <input type="checkbox"/> | London: Oxfam        | 2006 |

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

This course will have a mandatory field trip requiring an additional fee. Details are available on course outlines distributed in class.

**Typical Evaluation Methods and Weighting**

|                    |     |                     |     |                   |     |            |      |
|--------------------|-----|---------------------|-----|-------------------|-----|------------|------|
| Exams:             | 20% | Research Paper:     | 25% | Midterm exam:     | %   | Practicum: | %    |
| Research Proposal: | 10% | Participation:      |     | Field experience: | 10% | Shop work: | %    |
| NGO Evaluation:    | 20% | Other: Case Studies | 15% | Other:            | %   | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

1. Patterns of poverty and underdevelopment
2. Alternative institutions of development – NGOs and civil society
3. Challenges for NGOs
4. Role of the environment and development – resource constraints, environmental impacts and sustainability
5. Contested environments
6. Vulnerability and climate change
7. Rural spaces – rural livelihoods, households and communities
8. Urban spaces – the Brown Agenda and sustainable urbanization
9. Rural-Urban linkages – regional inequalities, peri-urban areas, and migration
10. Aligning micro, meso, and macro level strategies

## Supplemental Texts and Resource Materials Form

For use with the Official Undergraduate Course Outline Form, if more space is required for the **Typical Text(s) and Resource Materials** field.

|     | <u>Author (surname, initials)</u> | <u>Title (article, book, journal, etc.)</u>                     | <u>Current edition</u>   | <u>Publisher</u>        | <u>Year</u> |
|-----|-----------------------------------|-----------------------------------------------------------------|--------------------------|-------------------------|-------------|
| 1.  | Sachs, J.                         | The End of poverty: Economic possibilities for our time.        | <input type="checkbox"/> | New York: Penguin Books | 2005        |
| 2.  | Sheppard, E. et. Al               | A World of difference: Encountering and contesting development. | <input type="checkbox"/> | Guilford                | 2009        |
| 3.  |                                   |                                                                 | <input type="checkbox"/> |                         |             |
| 4.  |                                   |                                                                 | <input type="checkbox"/> |                         |             |
| 5.  |                                   |                                                                 | <input type="checkbox"/> |                         |             |
| 6.  |                                   |                                                                 | <input type="checkbox"/> |                         |             |
| 7.  |                                   |                                                                 | <input type="checkbox"/> |                         |             |
| 8.  |                                   |                                                                 | <input type="checkbox"/> |                         |             |
| 9.  |                                   |                                                                 | <input type="checkbox"/> |                         |             |
| 10. |                                   |                                                                 | <input type="checkbox"/> |                         |             |
| 11. |                                   |                                                                 | <input type="checkbox"/> |                         |             |
| 12. |                                   |                                                                 | <input type="checkbox"/> |                         |             |
| 13. |                                   |                                                                 | <input type="checkbox"/> |                         |             |
| 14. |                                   |                                                                 | <input type="checkbox"/> |                         |             |
| 15. |                                   |                                                                 | <input type="checkbox"/> |                         |             |
| 16. |                                   |                                                                 | <input type="checkbox"/> |                         |             |
| 17. |                                   |                                                                 | <input type="checkbox"/> |                         |             |
| 18. |                                   |                                                                 | <input type="checkbox"/> |                         |             |
| 19. |                                   |                                                                 | <input type="checkbox"/> |                         |             |
| 20. |                                   |                                                                 | <input type="checkbox"/> |                         |             |
| 21. |                                   |                                                                 | <input type="checkbox"/> |                         |             |
| 22. |                                   |                                                                 | <input type="checkbox"/> |                         |             |
| 23. |                                   |                                                                 | <input type="checkbox"/> |                         |             |
| 24. |                                   |                                                                 | <input type="checkbox"/> |                         |             |
| 25. |                                   |                                                                 | <input type="checkbox"/> |                         |             |
| 26. |                                   |                                                                 | <input type="checkbox"/> |                         |             |
| 27. |                                   |                                                                 | <input type="checkbox"/> |                         |             |
| 28. |                                   |                                                                 | <input type="checkbox"/> |                         |             |
| 29. |                                   |                                                                 | <input type="checkbox"/> |                         |             |
| 30. |                                   |                                                                 | <input type="checkbox"/> |                         |             |


**ORIGINAL COURSE IMPLEMENTATION DATE:**

September 2009

**REVISED COURSE IMPLEMENTATION DATE:**

September 2016

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

September 2018

**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> GDS 340                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Course Full Title:</b> Geographies of Poverty and Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Course Short Title (if title exceeds 30 characters):</b> Geographies of Development                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Department (or program if no department):</b> Global Development Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>GEOG 340</b> for the official course outline.                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Calendar Description:</b><br><br>This course uses an interdisciplinary framework to critically examine diverse approaches to implementing socially, economically, and environmentally sustainable development initiatives, in Canada and internationally, with emphases on the environment, food security, natural resources, climate change, and community participation.<br>Note: Field trips outside of class time will be required.<br>Note: This course is offered as GEOG 340 and GDS 340. Students may take only one of these for credit. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | One of the following: GEOG 240, GEOG 241, GEOG 242, SOC 250/GDS 250, or 45 university-level credits. Note: As of January 2017, prerequisites will change to the following: 45 university-level credits.                                                                                                                                                                                                                                                                                                                       |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with: <b>GEOG 340</b><br>Equivalent course(s): <b>GEOG 340</b><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                              | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><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>Department / Program Head or Director:</b> Lynn Kirkland Harvey                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Date approved:</b> October 30, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Date approved:</b> May 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Date of posting:</b> August 14, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Dean/Associate VP:</b> Dr. Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Date approved:</b> May 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Date of meeting:</b> February 26, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

**Memo for Program Changes**

To: Alisa Webb, Associate Dean, College of Arts  
 Copy: Rachael Letkeman, Committees Assistant  
 From: Steven Marsh, GATE Department Head; Chris Leach, History Department Head  
 Date: 2015 December 1

**Subject: Program change** - Indigenous Maps, Films, Rights, and Land Claims certificate

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

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

2. Rationale for change(s): *When the certificate was first designed, it was thought that the option for alphanumeric and straight credit for university students would: a) encourage UFV students who wanted to take a unique set of Indigenizing courses but might be afraid of stepping outside their comfort zone to take courses that would not affect their GPA should they not do as well as they thought they might; or b) encourage non-UFV students to take the courses as an additional separate credential to which they could still attach letter grades that might transfer to their own programs. The straight credit option was certainly intended for non-university students (e.g. professionals) who just wanted the credential.*

*The problem, which we did not anticipate in the former case, has been the inconsistency between the required GPA to actually graduate with the credential (and not just the courses proper) and the evaluation of the course outcomes that have always been designed with standard alphanumeric credit as the measuring endpoint. The credential itself requires a GPA of 2.0 (or a C grade) in all three certificate courses. But students can still pass the courses proper with a C- (GPA 1.67) or even a P. At the same time, we apply the same evaluative scheme to all students. The result on at least four occasions over the last two editions are students who chose a straight CR/NC evaluation but who by the standard evaluative scheme only achieved values that would alphanumerically only be a C- or P (e.g. a total certificate percentage of 59.5% or less). Technically, a P or a C- is a CR, and means the award of the credential. In GPA terms, however, it is less than 2.0, which does not allow*

*it. The result was the award of the credential to students who did not actually earn it by the same standards as others who did.*

*Partly, this condition has been exacerbated by: a) the lack of clear policy on when and under what circumstances a student can request the conversion of alphanumeric to straight credit/no credit; and b) the instructors in this certificate wanting to extend that privilege to students to address (a) above. Put alternately, the instructors have wanted to provide an 'out' for students they adjudicated as otherwise eligible for admission by the criteria, but with the added acknowledgement that the content of this certificate might take them into territory they were not quite ready to navigate, but of which they still 'took in enough' to meet important Indigenized learning outcomes.*

*In sum, our request to remove the CR/NCR option for university students is to avoid the anomaly of the disconnect between required GPA for the credential and the equivalent letter grades that, were they scaled alphanumerically, would not.*

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: *Not changed.*
4. What consideration has been given to indigenizing the curriculum? *It is an indigenous certificate.*
5. Will additional resources be required? If so, how will these costs be covered? *No new resources required.*
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? *On average, and statistically, we have probably had about two (2) students out of every 20 who were university accredited but asked for a CR/NC grading for reasons outlined above. If that average held up, and the loss of the option meant those students chose not to enrol in the certificate, then we are talking an average potential reduction in admissions of about 10%. The change will have no effect on non-university students. On the one hand, this is not solve the problem of universal evaluation. On the other, these students are typically band or tribal council students, paralegals, etc. who want the content for already established professional capacities.*
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? *N/A*
8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) *N/A*
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. *N/A*
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. *N/A*

## GEOGRAPHY AND THE ENVIRONMENT

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

### Indigenous Maps, Films, Rights, and Land Claims

#### ~~certificate~~ Certificate

This intensive four-week, three-course, twelve-credit certificate offers students the opportunity to learn a range of conceptual and practical skills that are of direct relevance to the history, communication, implementation, and critique of Indigenous rights, title, and land claims. It focuses on a range of representational practices, including, but not limited to, film, oral histories, documentaries, surveys and maps, and legal discourse analysis, and their importance to the Indigenous land rights process generally, but with a focus on British Columbia and the lower Fraser Valley in particular.

#### Entrance requirements

1. One of the following:

- ~~a) For university students, c~~Completion of 30 university-level credits with a CGPA of 2.5 on all credits attempted, or;
- ~~b) For non-university students, d~~Demonstrable equivalent professional experience and/or permission of the instructors. ~~Suitable Equivalent professional~~ experience might include holding a significant position or role in an Indigenous Band or Tribal Council for at least two years (e.g. elected leader, technician, elder, etc.); ~~employment as a~~ paralegal, ~~legal historian or lawyer; or or legal firm experience; or experience with a work in a~~ government ministry or other organization involved in land claims. Submission of an employment record or letter of reference will be required.

2. A letter of intent (up to two pages in length) that explains why the applicant wants to apply to the program and which speaks to the criteria listed in the **Basis for admission decision** section below.

Note that in some circumstances, applicants may be asked, or have the option, to follow up their letter of intent with an interview with the instructors.

~~3. The letter of intent must clearly state whether the applicant is seeking to complete the certificate. Applicants who are already university students must take the courses for academic alphanumeric credit; applicants who are not university students may complete the certificate on a on~~

~~an academic (i.e. letter grade) credit or straight credit/no credit (i.e. CR/NCR) basis. Note that in some circumstances, applicants may be asked, or have the option, to follow up their letter of intent with an interview with the instructors.~~

~~343.~~ The flexibility and freedom to participate fully in the certificate program, including acceptance of intensive seminar based courses spread across daily day-long classes, and a willingness to participate in group activities.

~~45-4.~~ A level of physical fitness that permits engagement in moderately strenuous field work.

Note: the prerequisites for HIST 399E, GEOG 300F, and HIST 396I will be waived for [university](#) students admitted to this program.

### **How to apply**

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

Additional documents required for a complete application:

- Proof of B.C. secondary school graduation or equivalent if you will not be 19 years of age by the start of the semester.
- Letter of intent not exceeding two pages expressing interest, qualifications, current education and/or professional capacity or experience (copy your letter of intent to the Associate Dean of Faculty in the College of Arts, [Ken.Brealey@ufv.ca](mailto:Ken.Brealey@ufv.ca), to help expedite review).
- Official transcripts (or interim transcripts) of all post-secondary institutions attended, or resume/employment record/letter of reference (note that to be considered official, transcripts must be sent directly to UFV from the originating institution; see the **Transfer Credit** section for details).

The certificate is generally offered in late June and early July, but specific details regarding application deadline dates, exact certificate scheduling, location, etc., are regularly updated at [ufv.ca/landclaims](https://ufv.ca/landclaims).

### **Basis for admission decision**

Applicants will be assessed according to the following criteria:

1. Interest and motivation in learning about maps, films, rights, and their history and application to the resolution of Indigenous land claims (as covered in the letter of intent). (up to 20 points)
2. Either academic credentials or demonstrable equivalent professional experience (as covered in either the official transcript or supporting documentation and/or interview outlining professional qualifications). (up to 20 points)
3. Willingness to commit to intensive in-class experience in a condensed four week period that includes external field trip requirements and conditions (as covered in the letter of intent). (up to 10 points)
4. Competency in English (as demonstrated in the letter of intent or in an interview). (up to 10 points)

Note: Applicants must score 45 out of 60 for acceptance into the certificate.

Subject to the assessment described above, students will be considered for admission to the certificate program on a first-come, first-served basis.

**Fees and additional costs**

See the **Fees and Other Costs** section. In addition to the tuition and any ancillary costs that normally apply to credit courses taken at UFV, students should expect some incidental certificate-specific expenses for transportation to and from field sites, waterproof notebooks, per diem, etc.

**Program outline**

The certificate is normally started towards the end of the early Summer session, but delivery is condensed into four weeks, with the remainder of the late Summer session used by students for completion of assignments. Each component course is led by a separate faculty member (or members), but they will typically alternate with each other over the course of the certificate, and there will be some instances where days are shared. Schedules will be adjusted as required to facilitate practicum work, guest speaker appearances, visits to field sites, etc. The three constituent courses are as follows:

**HIST 399E: Special topics in History I: Films, Histories, and Land (4 credits)**

This course offers students an account and analysis of how film and historical writing have been used to make the invisible (the heritage and land use of First Nations) visible (films and texts created to reveal and explain Indigenous peoples' relationship to their lands and cultures). By critically evaluating film and text, students will learn about the challenges of land claims research, and how to enhance research methodologies developed to advance land rights and land claims processes in Canada and other parts of the world. The focus will be on the place of creative work in research.

**GEOG 300F: Special Topics in Geography: Maps, Territories, and Land (4 credits)**

This course introduces students to the conceptual and practical challenges of making maps to advance and support land claims in British Columbia. Students will learn about the history of First Nations cartography and way-finding in British Columbia and elsewhere, and how to use maps and other forms of spatial representation such as stories, songs, artefacts, blockades or occupancies, and the law to advance claims to territory in the modern period, and some of the perils and promises associated with these processes.

**HIST 396I: Special Topics in North American History: Rights, Title, and Land (4 credits)**

This course introduces students to the history of the Stó:lō, their relations to land and resources, and rights, title, and land claims issues. Students will watch films, read texts, hear oral interviews and presentations, view maps, and tour the Stó:lō cultural landscape as a 'thick' or 'embedded' way of learning about the Stó:lō and the challenges facing them in their relationship with non-Native newcomers and government authorities. Stó:lō rights and title issues involve local and broader histories of litigation, negotiation, direct action, and land/resource management. The course will challenge students to be creative in thinking of ways to understand, convey, and address rights and title issues, using a variety of methods and media.

**Undergraduate continuance**

Students must maintain a 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 the University. 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)**.

### **Graduation requirements**

~~For Applicants who are already university students as described in Entrance requirement 1(a) above, must take the courses for academic alphanumeric credit; applicants who are not university students as described in 1(b) may complete the certificate on a straight credit/no credit (i.e. CR/NCR) basis.~~  
~~students seeking academic credit, graduation is based on the successful completion of all three courses in the certificate with a minimum GPA of 2.0 in each course.~~

~~For students seeking to complete the certificate on a straight credit/no credit (CR/NCR) basis, graduation is based on the successful completion of all three courses in the certificate with accreditation (CR).~~

Students will also have followed appropriate protocols for cultural, educational, and safety reasons, participated in field trips, met project deadlines, and been willing to participate in a self-evaluation.

Any student ~~completing the twelve credits~~successfully completing all three courses in the certificate with ~~either accreditation or a~~ the equivalent of a minimum GPA of 2.0 letter grade of C in each course will be eligible to receive the certificate. Students may be able to use the certificate courses to satisfy requirements for the UFV Bachelor of Arts degree. Those wishing to apply credit towards other UFV bachelor degrees should check with their program advisor to determine applicability.

### **Course listings**

For complete details on courses see the **course descriptions** section.

**Memo for New Course**

To: CACC, Sven van Dewetering, Alisa Webb

From: Karin Jager, Graphic + Digital Design Department Head

Date: November 2, 2015

**Subject: Proposal for new course: Applied Photography and Video**

1. Rationale for new course:
  - a. Photography and video are required in most graphic design projects. Graphic designers must be able to art direct, plan, define constraints and execute multi-platform image requirements for specific contexts. This requires an understanding of the design process, how images are created for different types of visual communication projects, as well as practical knowledge of product, figure, portrait and location photography, lighting and composition. GDD has identified this as a gap in its curriculum.
2. How this new course fits into program(s):
  - a. This course will replace a visual arts digital imaging course currently offered in first year (VA180).

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

3. Explain how the course learning outcomes align with the learning outcomes of the program(s): This new course aligns with the following GDD learning outcomes:
  - Demonstrate a working knowledge of the creative industry
  - Understand and utilize processes, tools and technology used in graphic design practice.
  - Develop strategies for planning, producing, and disseminating visual communications.
4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? Not at this time.
5. Which program areas have been consulted about the course? BFA and Visual Arts.
6. If a new discipline designation is required, explain why: N/A
7. What consideration has been given to indigenizing the curriculum? Through project work.
8. If this course is not eligible for PLAR, explain why:
9. Explain how each of the following will affect the budget for your area or any other area:
  - a. Credit value: 3
  - b. Class size limit: 24 Seats (20 GDD cohort students and 4 BFA students)
  - c. Frequency of offering: 1x per year.

- d. Resources required (labs, equipment): Photo studios, Mac Lab, Adobe CC, DSLR camera, colour copier. GD courses include a per credit surcharge. The department uses the surcharge to offset refresh costs, equipment, and required technology access.
10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? Location photography (local).
11. Estimate of the typical costs for this course, including textbooks and other materials:  
Tuition (includes a \$35 materials fee and a per/credit surcharge), access to Mac computers, Adobe CC, tablets and GDD labs. GDD diploma students use MacBook Pro laptops with Adobe CC subscription as per program requirements. Other students will be given access to GD Mac Lab iMacs and Adobe CC.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2017  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) February 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> GD 281                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Applied Photography and Video                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Applied Photography and Video                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> Graphic and Digital Design                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br>Introduction to art direction, ideation, and execution of photography and video. Gain technical skills in camera use, lighting, composition, and file preparation for product, figure, portrait, and location photography and video. Projects emphasize shooting art-directed images for multi-platform media applications.<br><br>Note: This course uses tools and technology that vary according to current industry practice.                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | GD 157.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>Transfer credit requested (OReg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total Hours: 60</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: right;">30</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">30</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>60</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 30 | Seminars/tutorials/workshops | 30 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Maximum enrolment (for information only):</b> 24<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> One a year                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> Karin Jager                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> November 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> November 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of posting:</b> January 22, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> November 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> February 26, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

**GD 281**
**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:

- Art direct and execute photography and video for visual communication contexts;
- Visually narrate a concept and/or story using photography and/or video using a design process;
- Plan, coordinate and define constraints for a shoot with multi-platform image requirements;
- Demonstrate proficiency in shooting and lighting subjects in studio and on location;
- Utilize image enhancement techniques to convey mood and voice;
- Prepare image and video files for use in print, digital media and online platforms;
- Apply best practices for colour correction, batch formatting, and file preparation using image-making software;
- Identify current trends in photographic and video image making in graphic design practice; and
- Adopt ethical practices for image and sound use.

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

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

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

Lectures, workshops, software tutorials, field trips for on-location shoots, and guest lecturers (industry professionals).

**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.                         | Subscription to Lynda.com                                                                 | <input type="checkbox"/> |                     |      |
| 2. Fancher, Nick           | Studio Anywhere: A Photographer's Guide to Shooting in Unconventional Locations           | X                        | Peachpit Press      | 2015 |
| 3. Meyer, Tim              | Shaping Light: Use Light Modifiers to Create Professional Studio and Location Photographs | X                        | Amherst Media, Inc. | 2014 |
| 4. Wheeler, Alina          | Designing Brand Identity: An Essential Guide for the Whole Branding Team                  | X                        | John Wiley & Sons   | 2012 |
| 5. Heller, Steven          | The Education of an Art Director                                                          | X                        | Allworth Press      | 2005 |

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

Access to Adobe CC, DSLR Camera, photography studio, and light kits. Students must use their own SD Card.

**Typical Evaluation Methods and Weighting**

|             |   |              |      |               |   |        |      |
|-------------|---|--------------|------|---------------|---|--------|------|
| Final exam: | % | Assignments: | 100% | Midterm exam: | % | Total: | 100% |
|-------------|---|--------------|------|---------------|---|--------|------|

**Details (if necessary):**

**Typical Course Content and Topics**

**Week 1:** An introduction to photography and video used in the creative industry and current fields of practice. How photography and video are used in brand collateral. The power of visual storytelling and meeting communications objectives for a project. The role of the art director, the client, and the design process – sketching, planning and executing a photo shoot. Step-by-step.

**Week 2/3:** Product Photography: Considerations for shooting for single image use versus shooting a series e.g. for a print catalogue or online ecommerce; portfolio; advertisement; corporate or editorial. Art directing still photography. Shooting in studio – lighting, camera settings, and perspective. Working smarter. Focusing on constraints – packaging, food, glass, garments, shoes, metal, and art. The rule of thirds.

**Week 4:** Best practices for colour correction, batch formatting, and file preparation using Adobe Photoshop and/or Adobe Light Room. Creating a soft edge alpha channel selection suitable for catalog and web reproduction.

**Week 5:** Portrait Photography. Creating emotion and mood through light. Working with faces. Shooting inside and outside, using light and composition. Working with models, ethical practices, image use, permissions and releases. <http://www.capic.ca/en>

**Week 6/7:** Figure Photography: Shooting people. Art directing groups and single figures. Using lighting, camera settings, and perspective. Image enhancement techniques to convey mood and voice.

**Week 8:** How photography and video is used in establishing brand essence. Visually narrating a concept and/or story using photography and/or video. Creating storyboards.

**Week 9/10:** The video production process. Producing and rendering a high quality video in HDR and web format that meets the needs of the client. An introduction to basic editing using Adobe CC. Working with varying sources of media, including DSLR video files, musical files, found footage, written text, with an awareness of copyright issues.

**Week 11/12/13:** On Location: Sketching ideas and compositions that consider different types of media (print and digital applications), typography, lighting, and unique client constraints. Planning and preparing for on location, including research, scouting locations, team tasks, props, safety and permission. Working with constraints. Scheduling, coordinating and participating in photography/videography of a large product, large set shoot in a team environment. Art directing on location and ensuring all image requirements are shot.

# MEMO

To: CACC, Sven van Dewetering, Alisa Webb  
From: Karin Jager, Department Head, Graphic and Digital Design  
Date: November 2, 2015  
Re: Graphic and Digital Design Diploma, Minor Program Change

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**A. Program Revision:**

**1. Rationale for Change**

The Graphic and Digital Design department has identified a gap in applied knowledge of art direction, photography and video in the diploma program. As the creative industry evolves, there is an increased need for multi-platform integrated image content in digital interfaces. Currently, the Graphic and Digital Design diploma includes a Visual Arts digital imaging course (VA180) augmented with several extra-curricular photography workshops throughout the year, but this approach does not provide students with enough skill development, professional scope, and practical knowledge of photography, video and art direction for design practice and portfolio development. An introductory course covering photography and video art direction, ideation and execution using a design process is required in the diploma.

**2. Summary of Changes Proposed**

The department recommends replacing VA180 with a new 200 level GD course that covers photography and video art direction and execution for professional design practice.

**B. Budget and Learning Outcome Issues**

**1. Budget**

This proposed program change has been approved by the College of Arts Dean.

**2. Learning Outcome Issues**

The learning outcomes would be enhanced with this course.

**C. Implementation Date:**

Revised program – September 2016. The new course would not be offered until Fall 2017.

**CWC comments and responses:**

- How will this change affect current students?  
*It won't. Right now, GDD is supplementing VA180 with several workshops that take place in the 2nd year during reading week and the winter term. Workshops include: product photography, art direction, portrait photography and location photography. This new course will now cover these skills and knowledge.*

**From:** Amanda Grimson <[Amanda.Grimson@ufv.ca](mailto:Amanda.Grimson@ufv.ca)>  
**Date:** Friday, January 29, 2016 at 1:17 PM  
**To:** Karin Jager <[Karin.Jager@ufv.ca](mailto:Karin.Jager@ufv.ca)>  
**Cc:** Simon Xi <[Simon.Xi@ufv.ca](mailto:Simon.Xi@ufv.ca)>  
**Subject:** GDD items at UEC, Jan. 29

Hi Karin,

I'm afraid your items were not passed at UEC this morning, but instead were postponed to the Feb. 26 meeting so that some questions could be addressed.

Simon Xi had a question about how GD 281 fits in the program, and I am copying him here for further explanation as I did not capture all of his comment. It may be that you can answer his question ahead of time, rather than bringing it back to the meeting.

There was also a question about replacing a course with no fee differential with a course that has one; it was suggested that this might either need go to the Senate Budget Committee, or the Budget office might need to confirm that there are no issues. Do you have any information about this?

Since the course was being postponed anyway, the changes to the program were not discussed and will also be on next month's agenda.

Have a great weekend,  
Amanda

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**From:** Karin Jager  
**Sent:** Saturday, January 30, 2016 8:43 AM  
**To:** Amanda Grimson  
**Cc:** Simon Xi  
**Subject:** Re: GDD items at UEC, Jan. 29

Thank you Amanda and Simon,

I may need more information about the questions, but here is a summary outlining the need for this important course.

#### **How does GD281 fit in the program?**

GDD introduces four fields of practice: communication design, brand identity, dynamic media and interactive design. Photography, video and art direction are *core skills* required in the field. All graphic design projects use images and words – advertising, exhibit design, promotional collateral, brand positioning, publishing, apps, websites, event promotion, corporate communications, environmental design, presentations etc.

For example, a shoe company has designed a new line of shoes and needs a promotion. The designer creates communications strategy and outlines a list of deliverables that includes advertisements, a website landing page with a brand positioning video background, online catalogue, and images with models wearing the shoes for advertising (digital and print). Each communications piece requires photographs of the shoes. It's the designers job to art direct all the images for each type of media and shoot all required formats, orientations etc. For example — in a studio (for the catalogue), on-location (for the website landing page, video clip and advertisements). Here is an example:

- Home Page: <http://www.elnaturalista.com/en/>
- Catalogue: [http://www.elnaturalista.com/en/woman?utm\\_source=elnaturalista&utm\\_medium=homemenu&utm\\_campaign=shoeswoman#/season-autumn winter/kind of shoe-shoe](http://www.elnaturalista.com/en/woman?utm_source=elnaturalista&utm_medium=homemenu&utm_campaign=shoeswoman#/season-autumn%20winter/kind%20of%20shoe-shoe)

- Brand positioning video: <http://www.elnaturalista.com/en/content/brandspace>
- And an example of video backgrounds used in websites <http://www.siteinspire.com/websites?categories=145> <http://www.creativeblog.com/web-design/video-backgrounds-2131982>

The weekly course content outlined GD281 provides more information on this process. There are no courses at UFV that covers art direction and applied photography. Currently we are augmenting VA180 with several different guest speakers as well as holding full day workshops during reading week to fill the gaps.

I understand the concern regarding the different tuition fee for GD courses. The fees enable GDD to be relevant and current – technology changes quickly and GDD changes with it. We provide access to industry standard equipment, labs and studios. For this photography course students need access to high-end camera equipment, lighting kits, backdrops, tripods etc. In GDD, students are not required to purchase the necessary camera and equipment.

We must ensure our students are well prepared. Our program learning outcomes suggest that we do. Students who successfully complete GD281 will meet the following *program learning outcomes*:

- Understand and utilize processes, tools and technology used in graphic design practice;
- Demonstrate functional competence with principles of visual organization, visual language, typography and theory as applied to visual communication problems
- Develop strategies for planning, producing, and disseminating visual communications;
- Produce communication/graphic design, information design, brand identity, interactive design, illustration, and motion graphics projects;

Thanks,  
Karin

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**From:** Simon Xi <[Simon.Xi@ufv.ca](mailto:Simon.Xi@ufv.ca)>

**Date:** Monday, February 1, 2016 at 9:40 AM

**To:** Karin Jager <[Karin.Jager@ufv.ca](mailto:Karin.Jager@ufv.ca)>, Amanda Grimson <[Amanda.Grimson@ufv.ca](mailto:Amanda.Grimson@ufv.ca)>

**Subject:** RE: GDD items at UEC, Jan. 29

Hi Karin,

My question is not exactly how GD 281 fits in terms of its content. As the program is composed of 4 semesters of 5 courses each, I was wondering if there is another course to take over VA 180 as one of the 5 courses in the first semester. As GD281 has a pre-requisite now. I figured out myself and am not sure if it is correct

Semester One

VA113

GD101

GD154

GD157

AH203 or ENGL/CMNS

Thanks,

Simon Xi

Educational advisor

UFV International

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**From:** Karin Jager  
**Sent:** Monday, February 01, 2016 3:31 PM  
**To:** Simon Xi; Amanda Grimson  
**Subject:** Re: GDD items at UEC, Jan. 29

Hi Simon,

Thank you for suggesting an alternate course in first term, first year. Aside from there not being any suitable UFV photography courses available, we are replacing VA180 with a communications course in the first term so that students will have essential writing skills needed in subsequent terms. Please see the attached proposed GDD schedule for the diploma and a pre-requisite planner for the extended minor. We believe this shift in our course schedule is more intuitive and will provide a better learning experience for our students.

Our objective for proposing GD281 is to ensure that our students are well prepared for the field. We feel that an applied 200 level photography course that emphasizes art direction is essential. By then, students will have an understanding of graphic design practice as well as having the technical skills taught in GD157. Currently we are augmenting VA180 in our 2nd year with several different guest speakers in as well as holding full day workshops during reading week to fill the gaps. A 100 level photography course will not provide necessary knowledge and skill preparation required for professional practice.

I hope this answers your question.

Karin

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

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

# GRAPHIC + DIGITAL DESIGN TWO-YEAR DIPLOMA

The Graphic and Digital Design diploma (GDD) is a two-year, 60-credit cohort program with an annual intake each fall.

Through engaging projects, passionate faculty and a strong professional community we introduce four fields of practice – COMMUNICATION DESIGN, BRAND IDENTITY, DYNAMIC MEDIA and INTERACTIVE DESIGN. As a student, you will work with strategic processes, visual language, design thinking, and design skills using the most current industry-standard Adobe digital tools in GDD’s networked studios and mac labs.

| 1ST YEAR: CORE SKILLS + INTRODUCTION TO FIELDS OF PRACTICE |                                                         |                                                                                  |                                        |                                                                                 |                                                                       |
|------------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------|---------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| FALL                                                       | GD154<br>TYPOGRAPHY<br><small>Intro to InDesign</small> | GD157<br>DIGITAL DESIGN MEDIA I<br><small>Illustrator + Photoshop</small>        | GD101<br>FUNDAMENTALS OF DESIGN        | WRITING REQUIREMENT:<br>CMNS155                                                 | VA113<br>INTRODUCTION TO DRAWING                                      |
| WINTER                                                     | AH203<br>HISTORY OF POSTERS – THE ART OF PERSUASION     | GD159<br>DIGITAL DESIGN MEDIA II<br><small>InDesign + Digital Publishing</small> | GD260<br>GRAPHIC AND DIGITAL DESIGN I  | GD216<br>ILLUSTRATION I<br><small>Illustrator</small>                           | GD202<br>INTERACTIVE DESIGN I<br><small>UX</small>                    |
| 2ND YEAR: APPLIED PRACTICE + CAREER FOCUS                  |                                                         |                                                                                  |                                        |                                                                                 |                                                                       |
| FALL                                                       | GD281<br>APPLIED PHOTOGRAPHY AND VIDEO                  | GD374<br>BRAND IDENTITY                                                          | GD317<br>GRAPHIC AND DIGITAL DESIGN II | GD203<br>DYNAMIC MEDIA I: MOTION GRAPHICS<br><small>Edge Animate + Muse</small> | GD204<br>INTERACTIVE DESIGN II<br><small>Dreamweaver</small>          |
| WINTER                                                     | GD361<br>PORTFOLIO DEVELOPMENT                          | GD375<br>PACKAGING                                                               | GD369<br>PROFESSIONAL PRACTICES I      | GD303<br>DYNAMIC MEDIA II: STORYTELLING<br><small>After Effects + Muse</small>  | GD358<br>INTERACTIVE DESIGN FOR PORTFOLIO<br><small>Wordpress</small> |

| CORE SKILLS                                                                                                                                                                                                                                                                                  | HISTORY AND WRITING                                                                                                 | COMMUNICATION DESIGN                                                                                                                                                                                                                                             | VISUAL IDENTITY                                                                                                                                           | DYNAMIC MEDIA                                                                                                                                                                                                                         | INTERACTIVE DESIGN                                                                                                                                                                                                                                             | CAREER PREP                                                                                                                                                                                                               | DIRECTED STUDIES OR PRACTICUMS                                                                                                                                                 |
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| Adobe tools, typography, layout, and image making<br>GD154<br>TYPOGRAPHY<br>GD157<br>DIGITAL DESIGN MEDIA I<br><small>Illustrator + Photoshop</small><br>GD159<br>DIGITAL DESIGN MEDIA II<br><small>InDesign</small><br>GD281<br>APPLIED PHOTO AND VIDEO<br>VA113<br>INTRODUCTION TO DRAWING | AH203<br>HISTORY OF POSTERS – THE ART OF PERSUASION<br><br>Writing requirement:<br>COMMUNICATIONS OR ENGLISH COURSE | Publishing, promotion, and information design. The emphasis is on problem solving and human centered solutions in print and digital media.<br>GD101<br>FUNDAMENTALS OF DESIGN<br>GD260<br>GRAPHIC AND DIGITAL DESIGN I<br>GD317<br>GRAPHIC AND DIGITAL DESIGN II | Introduces the field of branding including logo design, packaging design, and sustainability principles.<br>GD374<br>BRAND IDENTITY<br>GD375<br>PACKAGING | Image based motion graphics, video, kinetic typography, and character design for design projects and storytelling.<br>GD216<br>ILLUSTRATION I<br>GD203<br>DYNAMIC MEDIA I: MOTION GRAPHICS<br>GD303<br>DYNAMIC MEDIA II: STORYTELLING | Design for digital screens including websites, tablets, and mobile devices. Includes interface design, development, UX and content management.<br>GD202<br>INTERACTIVE DESIGN I<br>GD204<br>INTERACTIVE DESIGN II<br>GD358<br>INTERACTIVE DESIGN FOR PORTFOLIO | Showcasing a culmination of your skills and knowledge. Build your portfolio and design your self promotional tools.<br>GD361<br>PORTFOLIO DEVELOPMENT FOR GRAPHIC AND DIGITAL DESIGN<br>GD369<br>PROFESSIONAL PRACTICES I | For students pursuing a BFA Extended minor or further study.<br><br>Self-directed project, mentorship or practicum.<br><br>GD498 + GD499<br>DIRECTED STUDY IN GRAPHIC DESIGN I |

## GRAPHIC DESIGN BFA EXTENDED MINOR

The graphic design extended minor is 33 credits, and can be paired with another BFA extended minor in one of the following disciplines to complete degree requirements: ART HISTORY, CREATIVE WRITING, MEDIA AND COMMUNICATION STUDIES, THEATRE, or VISUAL ARTS.

Graphic design offers optional streams in DYNAMIC MEDIA, INTERACTIVE DESIGN, COMMUNICATION DESIGN, or VISUAL IDENTITY to fulfill degree requirements.

### LOWER-LEVEL: 18 credits

GD102 or AH203, GD154, GD157, and GD159

6 credits of 100- or 200-level GD courses:

- **DYNAMIC MEDIA** > GD203 + GD216
- **INTERACTIVE DESIGN** > GD202 + GD204
- **COMMUNICATION DESIGN** > GD101 + GD260
- **VISUAL IDENTITY** > GD101 + GD260

### UPPER-LEVEL: 15 credits

GD361 + 12 credits of 300- or 400-level GD courses

VA360 may also be used for this requirement:

- **DYNAMIC MEDIA** > GD303
- **INTERACTIVE DESIGN** > GD358
- **COMMUNICATION DESIGN** > GD317
- **VISUAL IDENTITY** > GD374 + GD375



2016/17

### LOWER-LEVEL COURSES

|                         |                                                                       |                                       |                                                                   |                                     |                                                          |                              |
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| 0 →<br>PREREQUISITES    | GD101<br>FUNDAMENTALS<br>OF DESIGN                                    | GD154<br>TYPOGRAPHY<br>InDesign Intro | GD157<br>DIGITAL DESIGN<br>MEDIA I<br>Illustrator+Photoshop       | VA113<br>INTRODUCTION<br>TO DRAWING | AH203<br>HISTORY OF POSTERS<br>—THE ART OF<br>PERSUASION | COMMUNICATIONS<br>OR ENGLISH |
| 1 →<br>VA113            | GD216<br>ILLUSTRATION I<br>Illustrator                                | UPPER-LEVEL COURSES                   |                                                                   |                                     |                                                          |                              |
| 1 →<br>GD154            | GD159<br>DIGITAL DESIGN<br>MEDIA II<br>InDesign+Digital<br>Publishing |                                       |                                                                   |                                     |                                                          |                              |
| 1 →<br>GD157            | GD281<br>APPLIED<br>PHOTOGRAPHY<br>AND VIDEO                          |                                       |                                                                   |                                     |                                                          |                              |
| 1 →<br>GD157            | GD281<br>APPLIED<br>PHOTOGRAPHY<br>AND VIDEO                          | GD202<br>INTERACTIVE DESIGN I<br>UX   | GD203<br>DYNAMIC MEDIA I:<br>MOTION GRAPHICS<br>Edge Animate+Muse |                                     |                                                          |                              |
| 2 →<br>GD101<br>GD154   | GD260<br>GRAPHIC AND<br>DIGITAL DESIGN I                              |                                       |                                                                   |                                     |                                                          |                              |
| 2 →<br>GD202<br>[GD157] | GD204<br>INTERACTIVE DESIGN II<br>HTML+Dreamweaver                    |                                       |                                                                   |                                     |                                                          |                              |
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### GRAPHIC DESIGN PREREQUISITE PLANNER

|  |                                |
|--|--------------------------------|
|  | FOUNDATION / CORE SKILLS       |
|  | HISTORY / COMMUNICATIONS       |
|  | COMMUNICATION / GRAPHIC DESIGN |
|  | VISUAL IDENTITY                |
|  | DYNAMIC MEDIA                  |
|  | INTERACTIVE DESIGN             |
|  | PROFESSIONAL DEVELOPMENT       |
|  | REQUIRED FOR GD EXTENDED MINOR |

### UPPER-LEVEL COURSES

|                                                |                                                                  |
|------------------------------------------------|------------------------------------------------------------------|
| 2 →<br>GD203<br>[GD157]                        | GD303<br>DYNAMIC MEDIA II:<br>STORYTELLING<br>After Effects+Muse |
| 3 →<br>GD204 [GD202]<br>[GD157]                | GD358<br>INTERACTIVE DESIGN<br>FOR PORTFOLIO<br>Wordpress        |
| 4 →<br>GD157 GD260<br>[GD154] [GD101]          | GD374<br>BRAND IDENTITY                                          |
| 5 →<br>GD157 GD260 GD374<br>[GD154] [GD101]    | GD375<br>PACKAGING                                               |
| 5 →<br>GD157 GD159<br>GD260 [GD154] [GD101]    | GD317<br>GRAPHIC AND<br>DIGITAL DESIGN II                        |
| 5+ →<br>15 GD CREDITS INCL.<br>1 X UPPER-LEVEL | GD361<br>PORTFOLIO<br>DEVELOPMENT FOR<br>GRAPHIC DESIGN          |
| 5+ →<br>15 GD CREDITS                          | GD369<br>PROFESSIONAL<br>PRACTICES I                             |
| 5+ →<br>9 UPPER-LEVEL INCL.<br>6 GD CREDITS    | GD498   499<br>DIRECTED STUDY IN<br>GRAPHIC DESIGN               |

## Graphic + Digital Design Diploma

### Foundation

**Core Skills:** Core skill development ~~in typography and Adobe software~~

| Course | Title                   | Credits |
|--------|-------------------------|---------|
| GD 154 | Typography              | 3       |
| GD 157 | Digital Design Media I  | 3       |
| GD 159 | Digital Design Media II | 3       |

**Visual Arts:** ~~Essential fine art studio courses in image making~~

| Course                                           | Title                                                                    | Credits |
|--------------------------------------------------|--------------------------------------------------------------------------|---------|
| VA 113                                           | Introduction to Drawing                                                  | 3       |
| <a href="#">GD 281</a><br><a href="#">VA 189</a> | <a href="#">Applied Photo and Video</a> <del>Digital Photography I</del> | 3       |

### History and Communications

| Course | Title                                     | Credits |
|--------|-------------------------------------------|---------|
| AH 203 | History of Posters: The Art of Persuasion | 3       |

#### One of:

|             |                                          |   |
|-------------|------------------------------------------|---|
| CMNS 155    | Introduction to Workplace Communications | 3 |
| or ENGL 105 | Academic Writing                         | 3 |

**Memo for Course Changes**

To: UEC

From: Dr. Frank Ulbrich

Date: October 22, 2015

**Subject: Proposal for revision of BUS 247: Management Accounting**

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: Typical course content and topics

2. Rationale for change:

The School of Business is updating its 200 level courses to ensure that the learning outcomes and measurements thereof are up to date and relevant. BUS 145 is listed as an equivalent course to BUS 144, so it should be included as a prerequisite option.

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.
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? Where possible, indigenization topics or cases may be inserted in the modules.
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: \$250.



ORIGINAL COURSE IMPLEMENTATION DATE: January 1995  
 REVISED COURSE IMPLEMENTATION DATE: September 2016  
 COURSE TO BE REVIEWED: (six years after UEC approval) February 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
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| <b>Course Code and Number:</b> BUS 247                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Introductory Management Accounting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Intro Management Accounting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br><br>Business managers require timely financial information to enable them to make good business decisions. This course is an introduction to management accounting and focuses on evaluating the cost structure of a business and applying that knowledge to decision making.                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | BUS 144 or BUS 145.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prel/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input 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:</b> 45<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;">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> December 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> December 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of posting:</b> January 22, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> December 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> February 26, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

**BUS 247**
**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. Differentiate between variable and fixed costs
- LO 2. Illustrate the relationship between costs, volume and profits
- LO 3. Allocate fixed manufacturing costs to inventory
- LO 4. Record various inventory transactions in a manufacturing business
- LO 5. Prepare income statements using absorption and variable costing methods
- LO 6. Construct an operating budget for a manufacturing business
- LO 7. Analyze the performance of a business that uses a standard costing system
- LO 8. Evaluate business decisions using various types of analysis

**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 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. Garrison, R.H.          | Managerial Accounting                | <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).

The online license that comes with a new textbook purchase or can be purchased online directly from the [KD1] publisher.

**Typical Evaluation Methods and Weighting**

|                |     |                     |     |                   |    |            |      |
|----------------|-----|---------------------|-----|-------------------|----|------------|------|
| Final exam:    | 50% | Online Assignments: | 10% | Midterm exams:    | 0% | Practicum: | %    |
| Quizzes/tests: | 40% | Lab work:           | %   | Field experience: | %  | Shop work: | %    |
| Other:         | %   | Other:              | %   | Other:            | %  | Total:     | 100% |

**Details (if necessary):**
**Typical Course Content and Topics**
**Module 1 – Cost behaviour**

- Cost terms and classifications
- Cost behaviour: analysis and use
- Cost volume profit relationships
- Test # 1 (LO 1, 2)

**Module 2 – Costing methods**

- Job order costing
- Activity based costing
- Variable and absorption costing
- Test # 2 (LO 3–5)

**Module 3 – Planning and control**

- Budgeting
- Standard costs and variance analysis
- Relevant costs for management decision making

Online assignments (LO 1–8)

Comprehensive Final Exam (LO 1–8)

**Memo for New Course**

To: Chair of the Undergraduate Education Committee

From: Dr. Frank Ulbrich, Director, School of Business and Kim Milnes

Date: October 30, 2015

**Subject: Proposal for new course BUS 384 Data Driven Business Decisions**

1. Rationale for new course:

Every day, over 2.5 quintillion bytes of data is created— so much that 90% of the data in the world today has been created in the last two years alone. The challenge of managers in today's world is how to tackle the massive amount of available information in order to make informed actionable decisions. Successful managers need to know how to leverage data from disparate data sources to improve products, strengthen customer relationships, cut costs and increase revenue.

This course will introduce students to the opportunity and challenges related to storage, extraction and analysis of business data including strategies, tools and techniques used in business. The concepts and examples discussed will equip students with a toolset of best practices and a familiarization of current technology platforms, as well as references from real-world examples of how managers use business intelligence to add value to their company's brand and bottom line.

This course addresses the strategic importance of data within a business organization. In both the BBA and CIS degrees we offer hands on courses related to collecting, storing and analyzing specific data sets and databases but there is no course discussing the higher level strategic use and sources of data in today's business world. Nor do these courses discuss the overall architecture and organizational structure needed to support the complex data needs of today's organizations.

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

**Note:** Adding this course to a program will usually require a program change request. This course fits into two programs: BBA and CIS.

For the BBA, this course is a key missing piece for students to understand the strategic data sources and data needs within an organization. This course supports both BUS 320 Research Methods and BUS 424 Customer Intelligence since both of these courses are hands on applications relying on data analysis but neither discuss the higher level picture of data within and around an organization in today's business.

For the CIS degree, students understand the technical design of data from courses such as CIS 230 Databases and Database Management Systems and CIS 430 Advanced Database Topics. This course will provide the Business perspective of the purpose and use of this data. This course will appeal to those CIS students looking for a Business minor but if students want the CIS perspective on Business Intelligence then CIS 480 Decision Support Systems should be taken. There appears to be a great deal of overlap between CIS 480 and this course, though offered from different perspectives that it

is not appropriate to give credit for both courses. CIS 480 is not appropriate for Business program students since it requires acceptance to CIS degree program and COMP 251 as pre-requisites.

The idea of this course being interdisciplinary is valuable because most business intelligence or data management projects involve both business people as users or power users and information technology personnel to implement the solutions therefore, both areas should understand the business drivers for these types of projects.

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

|                                                      |                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Demonstrate information competency                   | The entire course focuses on using information effectively. One assignment will be focussed on hands on use of visualization technology which is a key tool in analyzing and conveying information.                                                                                                                                                 |
| Analyze critically and imaginatively                 | The term project will require students to apply concepts in a critical and imaginative way to provide a business intelligence strategy for an organization.                                                                                                                                                                                         |
| Use knowledge and skills proficiently                | Students will apply knowledge in the term project as well as developing hands on skills through assignments.                                                                                                                                                                                                                                        |
| Initiate inquiries and develop solutions to problems | Students will be asked to solve business problem(s) as part of course project and will be expected to apply the learning from the course towards this solution.                                                                                                                                                                                     |
| Communicate effectively                              | The course will include several written and oral presentations by the students. The successful completion of these deliverables requires students to clearly communicate how their recommendations solved the business problems.                                                                                                                    |
| Pursue self-motivated and self-reflective learning   | The project in this course will require students to develop their own strategy and solution.                                                                                                                                                                                                                                                        |
| Engage in collaborative leadership                   | The course will employ team work in order to meet several learning outcomes.                                                                                                                                                                                                                                                                        |
| Engage in respectful and professional practices      | Ethical practices and privacy concerns in data management will be discussed. The project for this course will involve a client organization or a mock client organization (i.e. the instructor). In order to successfully complete the project students will need to interact with both the client and their team members in a professional manner. |

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

This would be available as a course to CIS students and other students as part of Business minor.

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

School of Business and CIS Department have been consulted.

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

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

The course project would be available to support any organization including aboriginal businesses and/or organizations. It will be suggested to students that they consider aboriginal organizations for their term project.

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

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

- a. Credit value 3
- b. Class size limit 25 (due to limitations of computer labs and ability to supervise in classroom activities in the lab setting)
- c. Frequency of offering : annually
- d. Resources required (labs, equipment): computer lab

10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? No field trips required.

11. Estimate of the typical costs for this course, including textbooks and other materials:

Textbooks \$150-\$200

Online licenses (if necessary) \$20-\$50

Online supplemental courses (optional) \$20-\$50

**CWC comment and response:**

- Should CIS 480 be listed as an equivalent course, or should students be able to get credit for both courses? (The memo indicates that there is significant overlap between these courses, but CIS 480 is not mentioned on the course outline.)

*The CIS department (Gabriel Murray) reviewed the proposed course on June 30, 2015 and concluded that it is different enough from CIS 480 that they could both be taken by students, because CIS 480 focuses on algorithms, intelligent software systems, and a fair amount on probabilistic approaches (for decision-making under risk, and for forecasting). Therefore, CIS 480 should not be listed as an equivalent course.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2016  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) February 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 384                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |   |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Course Full Title:</b> Data-Driven Business Decisions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |   |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |   |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |   |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Calendar Description:</b><br>Every day, quintillions of bytes of data are created. Successful managers need to know how to leverage data from disparate sources. This course focuses on a strategic approach to the opportunity and challenges related to business data including strategies, tools, and techniques.                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |   |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | BUS 100, one of the following: (BUS 160, CIS 110, or COMP 125), and 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |   |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |   |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |   |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Note: If yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |   |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Total Hours: 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;">24</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">10</td></tr> <tr><td>Laboratory hours</td><td style="text-align: right;">6</td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td style="text-align: right;">5</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 24 | Seminars/tutorials/workshops | 10 | Laboratory hours | 6 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities | 5 | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i><br><b>Maximum enrolment (for information only):</b> 25<br>Expected frequency of course offerings (every semester, annually, etc.): annually |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 24        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |   |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |   |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 6         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |   |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |   |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |   |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |   |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |   |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |   |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Department / Program Head or Director:</b> Dr. Frank Ulbrich                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b> November 3, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |   |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b> November 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |   |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of posting:</b> January 15, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |   |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b> November 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |   |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> February 26, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |   |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |

**Learning Outcomes**

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

LO 1. Analyze the role of business intelligence in organizational decision making processes

LO 2. Explain the role of KPIs within organizations

LO 3. Outline the principles and practice of internal data management, online analytics and big data

LO 4. Evaluate the components of a business intelligence architecture

LO 5. Apply concepts by defining a business intelligence architecture and implementation project for an organization

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

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

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

This course will rely on lecturers, readings, online videos, and hands on practice using BI tools (e.g. Microsoft BI or Tableau, Google Analytics). The course will need some computer lab access.

**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,<br>Initials | Title (article, book, journal, etc.)                 | Current Edition                     | Publisher    | Year<br>Published |
|-----------------------------|------------------------------------------------------|-------------------------------------|--------------|-------------------|
| 1. Howson, C.               | Successful Business Intelligence                     | <input checked="" type="checkbox"/> | McGraw Hill  |                   |
| 2. Schmarzo, B.             | Big Data: Understanding How Data Powers Big Business | <input checked="" type="checkbox"/> | Wiley & Sons |                   |
| 3.                          |                                                      | <input type="checkbox"/>            |              |                   |
| 4.                          |                                                      | <input type="checkbox"/>            |              |                   |
| 5.                          |                                                      | <input type="checkbox"/>            |              |                   |

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

Students will be required to have access to the internet.

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 25% | Assignments: | 25% | Midterm exam:     | 20% | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    |     | Field experience: | %   | Shop work: | %    |
| Participation: | 10% | Project      | 20% | Other:            | %   | Total:     | 100% |

**Typical Course Content and Topics**

Module 1 Making the Case for the Data Driven Organization (LO 1, LO 2)

- Understanding business drivers and KPIs

Module 2 Managing Data (LO 3)

- Managing internal data
- Managing user created data
- Managing machine created data
- Managing big data

Midterm (LO 1–3)

Module 3 Designing the business intelligence architecture (LO 4)

- Data warehouses and other storage
- Extract, transform and load
- Business analysis tools

Module 4 Implementing business intelligence (LO 5)

- Privacy and security considerations
- Managing a business Intelligence project
- The future of business intelligence

Project (LO 2–5)

Final exam (LO 4–5)

**Memo for New Course**

To: Chair of the Undergraduate Education Committee

From: Dr. Frank Ulbrich, Director, School of Business, and Kim Milnes

Date: November 3, 2015

**Subject: Proposal for new course BUS 385 Developing a Digital Presence**

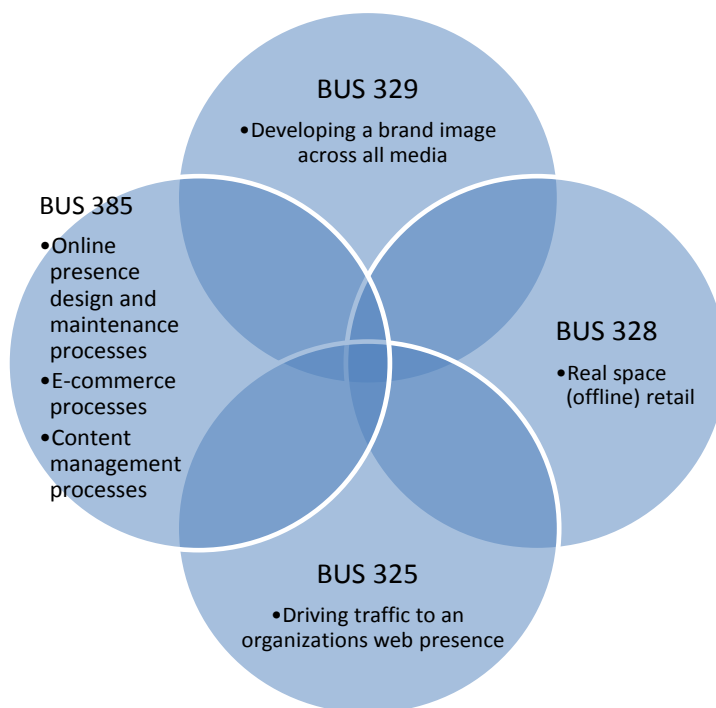
1. Rationale for new course:

It today's digital business and consumer world every company is expected to have some type of online presence. Business professionals and especially marketing managers need to be able to design and manage this online presence including (but not limited to) structuring a web site to support customer and corporate needs, developing an ongoing content management strategy, integrating e-commerce capabilities with existing retail channels, developing multiple online channels e.g. mobile, desktop , social media, etc. This course will help business students understand the strategy behind and business processes necessary to develop and maintain an organization's online presence.

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

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

This course is a key missing piece in the Marketing Option of the BBA between BUS 329 Brand Management which looks at developing a company's brand image, BUS 325 Internet Marketing which is designed to drive traffic to the company's web properties and BUS 328 Retail Management which focusses on real space retail. This course will focus on the processes needed to develop and maintain a full digital presence including developing an online retail presence (beyond topics discussed in BUS 328), developing business processes necessary to support the brand image (expanding on ideas in BUS 329), and developing the destination for digital marketing efforts (as discussed in BUS 325).



The course will also appeal to CIS students who know the technical aspects of web development but do not yet understand the strategy business process impacts of integrating and maintaining websites.

The plan is to include students from Business and CIS as an interdisciplinary course since the online presence of an organization is often an interdepartmental responsibility. This type of skill is in great demand in almost any discipline since any business is likely to need a web presence (whether using do-it-yourself web tools or involving more complex technologies ) and they need to understand the strategy behind and processes necessary to maintain the site.

The intention of this course is to focus on strategy not on technical skills (e.g. web programming) nor writing skills (e.g. writing content for the web). These skills can be mastered in other courses offered at UFV and elsewhere. This course will focus on the architecture, framework and business processes supporting the digital presence.

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

|                                    |                                                                                                                                                       |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Demonstrate information competency | A company uses its web presence to gather and provide information to and from their customers.<br>Understanding how to best utilize the internet as a |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                      | source for this will allow graduates to demonstrate this to employers and/or customers.                                                                                                                                                                                                                                                                                                                                                          |
| Analyze critically and imaginatively                 | After understanding the necessary strategies and business processes necessary to develop a web presence, students will be required to apply this learning in the development of a web presence and maintenance plan for a company. In this application students will be required to think critically and imaginatively to solve the business problem presented. Students can then take these skills to a real world problem with their employer. |
| Use knowledge and skills proficiently                | Students will be provided with tools and skills to help develop a company's web presence which will be applied in a course project but can also be directly used upon graduation.                                                                                                                                                                                                                                                                |
| Initiate inquiries and develop solutions to problems | Students will be asked to solve business problem(s) as part of course project and will be expected to apply the learning from the course towards this solution.                                                                                                                                                                                                                                                                                  |
| Communicate effectively                              | The course will include several written and oral presentations by the students. The successful completion of these deliverables requires students to clearly communicate how their recommendations solved the business problems.                                                                                                                                                                                                                 |
| Pursue self-motivated and self-reflective learning   | The project in this course will require students to develop their own strategy and solution.                                                                                                                                                                                                                                                                                                                                                     |
| Engage in collaborative leadership                   | The course will employ team work in order to meet several learning outcomes.                                                                                                                                                                                                                                                                                                                                                                     |
| Engage in respectful and professional practices      | Ethical practices and privacy concerns in web design will be discussed. The project of this course will involve a client organization or a mock client organization (i.e. the instructor). In order to successfully complete the project students will need to interact with both the client and their team members in a professional manner.                                                                                                    |

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

Though not required, CIS students and other area students may take this course as part of a Business minor.

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

School of Business and CIS

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

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

The course project would be available to support any organization including aboriginal businesses and/or organizations. It will be suggested to students that they consider aboriginal organizations for their term project.

8. If this course is not eligible for PLAR, explain why:
9. Explain how each of the following will affect the budget for your area or any other area:
  - a. Credit value: 3
  - a. Class size limit 25 (due to limitations of computer labs and ability to supervise in classroom activities in the lab setting)
  - b. Frequency of offering: Annually (or as demands permits)
  - c. Resources required (labs, equipment): Computer lab with internet access
10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? No field trip required.
11. Estimate of the typical costs for this course, including textbooks and other materials:

Textbooks \$150-\$200

Online licenses (if necessary) \$20-\$50

Online supplemental courses (optional) \$20-\$50



ORIGINAL COURSE IMPLEMENTATION DATE: September 2016  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) February 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 385                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |    |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Developing A Digital Presence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |    |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <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>This course will focus on the strategy and business processes necessary to develop and maintain an organization's online presence including structuring a website, implementing a content management strategy, integrating e-commerce, and developing multiple online channels (mobile, desktop, social media).                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |    |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | BUS 120 and 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |    |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | BUS 221 or CIS 145.                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |    |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <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 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="#">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;">20</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">10</td></tr> <tr><td>Laboratory hours</td><td style="text-align: right;">10</td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td style="text-align: right;">5</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 | 10 | Laboratory hours | 10 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities | 5 | 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |    |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |    |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |    |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |    |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |    |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |    |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |    |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Maximum enrolment (for information only): 25</b><br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> every semester                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |    |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> Dr. Frank Ulbrich                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date approved:</b> November 3, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |    |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date approved:</b> November 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |    |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of posting:</b> January 15, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date approved:</b> November 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |    |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> February 26, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |    |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

**Learning Outcomes**

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

- LO 1. Analyze the digital needs of an organization and its stakeholders.
- LO 2. Utilize a content management system (e.g. WordPress) to manage content for an organization.
- LO 3. Build a simple website architecture.
- LO 4. Develop an e-commerce strategy.
- LO 5. Create a mobile digital strategy.
- LO 6. Illustrate a social media architecture.
- LO 7. Construct an online analytics framework.

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

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

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

The course will utilize a workshop format where students apply concepts in a lab setting each week. The course will also rely on online instruction and courses to teach basic technology skills (e.g. simple HTML) so that the course can focus on strategic thinking and business drivers.

**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. | Krug, S.                   | Don't Make Me Think                                                  | <input checked="" type="checkbox"/> | New Riders |      |
| 2. | Porter, A.                 | The Content Pool                                                     | <input checked="" type="checkbox"/> | XML Press  |      |
| 3. | Chaffey, D.                | Digital Business and E-Commerce Management,                          | <input checked="" type="checkbox"/> | Pearson    |      |
| 4. | Hussey, T.                 | WordPress: An Absolute Beginner's Guide                              | <input checked="" type="checkbox"/> | Que        |      |
| 5. | Hayden, T. and Webster, T. | The Mobile Commerce Revolution: Business Success in a Wireless World | <input checked="" type="checkbox"/> | Que        |      |

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

Students will be required to have access to the internet, and may be required to take online modules (e.g. basic HTML).

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 20% | Assignments: | %   | Midterm exam:     | 20% | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | 20% | Field experience: | %   | Shop work: | %    |
| Participation: | 10% | Project:     | 30% | Other:            | %   | Total:     | 100% |

**Typical Course Content and Topics**

- Module 1 Understanding Corporate Content (LO 1–2)
  - Understand Organization and Stakeholder Digital Needs
  - Developing A Content Management Strategy
  - Develop a Content Management Process
- Module 2 Design your digital strategy (LO 3–4)
  - Defining Online Strategy Architecture
  - Designing a Website Architecture
  - Designing the User Experience
  - Develop an E-commerce Website)
- Midterm (LO 1–4)
- Module 3 Designing a mobile presence (LO 5)
  - Develop a mobile friendly website
  - Design a mobile application
- Module 4 Developing a Social Media Presence (LO 6)
  - Designing a Social Media presence
- Module 5 Online Analytics (LO 7)
  - Adding Page Tags
- Module 6 Maintaining Your Digital Presence
  - Update Calendar Process
- Final Exam (LO 5–7)
- Projects (LO 2–7)

**Memo for Course Changes**

To: Chair of the Undergraduate Education Committee

From: Dr. Frank Ulbrich, Director, School of Business, and Amir Hajbaba, PhD

Date: October 23, 2015

**Subject: Proposal for revision of BUS 434**

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: Typical Course Content and Topics

2. Rationale for change:

School of Business and area of Accounting and Finance periodically and regularly reviews the course outlines offered in the area. As a result of these reviews it is determined that some of the Learning Outcomes in the Official Course Outline of BUS 434 are either too vague or too rigid (specifically, they include specific teaching methodology rather than expressing the learning outcome). The Course Overview defines the order in which things must be taught and part of this order is determined to be impractical by the instructional Faculty. Moreover, the LOs need to be updated to be in line with the current practice at School of Business, where the LOs of the course are linked with the course content and assessments. Accordingly, the Learning Outcome and course content of the course are revised and proposed for approval.

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

The learning outcomes of the course are revised to be in line with the School of Business strategic goals and all the program outlines developed by the school. Comments of the Curriculum Committee of the SofB has been taken into consideration to reflect this alignment. Moreover, the course outline is developed to be in line with the institutional learning outcomes.

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



Not applicable.

5. Which program areas have been consulted about the change(s)?  
Area of Accounting and Finance and Curriculum Committee, which includes all representation from all areas of School of Business.
6. What consideration has been given to indigenizing the curriculum?  
Where possible the curriculum highlights the importance of Aboriginal in-class cases and guest speakers will be used as part of the learning environment, regarding indigenization.
7. If this course is not eligible for PLAR, explain why:  
PLAR by portfolio assessment and written exam.
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: No change
  - b. Class size limit: No change
  - c. Frequency of offering: No change
  - d. Resources required (labs, equipment): No change
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?  
There are no field trips required.
10. Estimate of the typical costs for this course, including textbooks and other materials:  
Textbook(s) and material: \$120.00.



**ORIGINAL COURSE IMPLEMENTATION DATE:** October 2000  
**REVISED COURSE IMPLEMENTATION DATE:** September 2016  
**COURSE TO BE REVIEWED: (six years after UEC approval)** September 2019  
**Course outline form version:** 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> BUS 434                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Risk Management and Financial Engineering                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Risk Mgmt & Financial Eng.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br><br>Risk management and financial engineering are sought-after skills in financial markets and institutions. This course introduces the methods that are used to quantify risk and proposes strategies to manage portfolios that include equities, fixed income instruments and derivatives.<br><br>Note: This course is offered as BUS 434 and ECON 434. Students may take only one of these for credit.                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | BUS 349.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with: <b>ECON 434</b><br>Equivalent course(s): <b>ECON 434</b><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: right;">35</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">10</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 35 | Seminars/tutorials/workshops | 10 | 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 35        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| 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> 25<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> November 3, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> November 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of posting:</b> January 15, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> November 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> February 26, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

**Learning Outcomes**

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

- LO 1. Quantify the risks of holding a portfolio, risk pricing and modeling
- LO 2. Demonstrate knowledge of portfolio risk, including movements in asset price volatility, asset price levels and interest rate fluctuations
- LO 3. Create a delta risk-free position using continuous trading hedging techniques
- LO 4. Critically analyze the usage, benefits and drawbacks of derivatives in capital markets.
- LO 5. Apply risk management techniques in tracking portfolio risk
- LO 6. Pursue self-motivated and self-reflective learning in the study of financial modeling and risk management strategies

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

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

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

The material in the course will be presented in lecture. This course is based on solving problems and as such there will be an assignment each week. Students will be put into groups and each week a different group will be responsible for presenting solutions to that week's assignment. Students in this course will also be required to sign up for third-party trading games as well as derivative pricing templates such as the Deriva Gem. Value at Risk (VAR) models will also be introduced. They will be asked to use hedging and effective risk management techniques taught in the course in a simulated program.

**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. Hull, J. C.                              | Options Futures and other Derivatives                            | <input checked="" type="checkbox"/> | Prentice Hall              |      |
| 2. Wilmott, P.; Howison, S. and Dewynne, J. | The Mathematics of Financial Derivatives: A Student Introduction | <input checked="" type="checkbox"/> | Cambridge University Press |      |
| 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:    | 50% | Assignments: | 20% | Midterm exam:     | 30% | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | %   | Total:     | 100% |

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

Unit 1: Introduction to Risk Management

- The stochastic behaviour of stock prices and the Black-Scholes model
- Beta, alpha, epsilon, and no-arbitrage pricing
- Assignment #1 (LO 1 - 4)

Unit 2: Options on stock indices, currencies and futures

- Non-contingent claims: forwards, futures and swaps
- Trading strategies involving options
- Binominal model
- Midterm (LO 1-4)

Unit 3: Hedging and Risk Management of Portfolios

- Black Scholes Model
- Hedging exposure for non-standard options contracts: The Greek Letters
- Value at Risk
- Estimating volatilities and correlations
- Credit risk
- Assignment #2 and Presentations (LO 3-6)

Comprehensive Final Exam (LO 1-6)

**Memo for Course Changes**

To: Chair of the Undergraduate Education Committee

From: Dr. Frank Ulbrich, Director, School of Business, and Kim Milnes

Date: October 30, 2015

**Subject: Proposal for revision of BUS 440 Managing in the Digital World**

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

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

2. Rationale for change:

This course is being changed for two reasons:

- a. In the recent past, this course was designed to align with the CGA requirements in the area of information technology. Though this class did appeal to CIS students as well as Business students, most of the Business students were in the Accounting option because they saw this course as a required course for their CGA designation rather than of interest. Since the CGA designation no longer exists and the CPA designation (which replaced CGA) no longer requires a course of this nature, it would be beneficial to re-design the course for wider appeal which will hopefully encourage more Business students to take this course as an upper level elective.
- b. Though the description of the course is generally still accurate, the title of the course uses terminology which is older and not well understood by students. Also the previous course title was associated with the CGA course as mentioned above so it is hoped that the new title and content will attract a wider audience.

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

Learning outcomes are cosmetically changed with updated language.

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

This course is not required but often used by CIS for a business minor. The new title and content will make this course more attractive since it used language more easily understood by CIS (rather than Business terminology.)

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

School of Business and CIS

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

The course project would be available to support any organization including aboriginal businesses and/or organizations. It will be suggested to students that they consider aboriginal organizations for their term project.

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

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

Unchanged

- a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
8. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? No field trips are required.
  9. Estimate of the typical costs for this course, including textbooks and other materials:
    - a. \$150 for textbook



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

October 1996  
 September 2016  
 February 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 440                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Managing in the Digital World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title:</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>The ability to adapt and take advantage of rapidly changing information technology is one of the drivers of business success. In this course, students will learn how companies react to ever-changing technology and learn how to think strategically about applying technology and information.</p> <p>Note: Students must have a basic understanding of technology (including spreadsheets, personal databases, computer components, and networking) and a strong understanding of business processes and concepts before taking this course.</p>                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | One of the following: BUS 160 or CIS 110. 60 university-level credits recommended.<br>Note: As of January 2017, prerequisites will change to the following: BUS 100, one of the following: (BUS 160, CIS 110, or COMP 125), and 45 university-level credits.                                                                                                                                                                                                                                                                |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Note: If yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: right;">30</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td style="text-align: right;">15</td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 30 | Seminars/tutorials/workshops |  | Laboratory hours | 15 | 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Maximum enrolment (for information only):</b> 25<br><b>Expected frequency of course offerings (every semester, annually, etc.):</b> annually                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Dr. Frank Ulbrich                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> November 3, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> November 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of posting:</b> January 15, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> November 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> February 26, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

## Learning Outcomes

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

- LO 1. Critique the impact of technology on business processes, individuals, workgroups, organizations, and society
- LO 2. Outline how information technology can be used to design competitive and efficient organizations
- LO 3. Evaluate an organization's operations, identify opportunities for information technology applications, and assist in developing systems that support corporate strategies
- LO 4. Interpret the various uses of information resources for sustainable competitive advantage
- LO 5. Evaluate how data is captured, organized, and managed
- LO 6. Compare different technologies, techniques and infrastructure used to support business decision making
- LO 7. Evaluate strategies related to mobile and digital technology solutions
- LO 8. Interpret how various information systems are designed to support the decision making process for business managers
- LO 9. Analyze the use and the application and effectiveness of information systems in an organization

## Prior Learning Assessment and Recognition (PLAR)

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

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

This course will rely on lecturers, readings, online videos, and hands on practice.

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)

| <u>Author Surname,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u> | <u>Current Edition</u>              | <u>Publisher</u> | <u>Year<br/>Published</u> |
|-------------------------------------|---------------------------------------------|-------------------------------------|------------------|---------------------------|
| 1. Valacich, J. &<br>Schneider, C.  | Managing in the Digital World               | <input checked="" type="checkbox"/> | Prentice Hall    |                           |

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

Students will be required to have access to the internet.

## Typical Evaluation Methods and Weighting

|                |     |              |     |               |     |            |      |
|----------------|-----|--------------|-----|---------------|-----|------------|------|
| Final exam:    | 25% | Assignments: | 25% | Midterm exam: | 20% | Practicum: | %    |
| Participation: | 10% | Project      | 20% | Other:        | %   | Total:     | 100% |

## Typical Course Content and Topics

Module 1 Value of Data in Decision Making (LO 1)

- Corporate data
- Customer created data/social media
- Machine data
- Data governance

Module 2 Enterprise systems (LO 2–3)

- Large business
- Small business

Module 3 Technology Applications (LO 2–3)

Such as:

- Customer relationship and contact management
- Supply chain management
- Online selling and marketing

Module 4 Ethics and Technology (LO 2–3)

- Security
- Privacy

Midterm (LO 1–3)

Module 5 Developing/Implementing Systems (LO 4–6)

- Technology planning
- In-house development vs off the shelf
- Cloud computing
- Project management

Module 6 Impacts of New Technology (LO 7)

- Such as:
  - Internet of things
  - Mobile applications
  - Bring your own device

Project (LO 8–9)

Final (LO 1–7)



ORIGINAL COURSE IMPLEMENTATION DATE: September 2011  
 REVISED COURSE IMPLEMENTATION DATE: September 2016  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2019  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE 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 434                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Course Full Title:</b> Risk Management and Financial Engineering                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Course Short Title (if title exceeds 30 characters):</b> Risk Mgmt & Financial Eng.                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <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 _____ for the official course outline.                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Calendar Description:</b><br><br>Risk management and financial engineering are sought-after skills in financial markets and institutions. This course introduces the methods that are used to quantify risk and proposes strategies to manage portfolios that include equities, fixed income instruments and derivatives.<br><br>Note: This course is offered as BUS 434 and ECON 434. Students may take only one of these for credit. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                           | BUS 349.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with: <b>BUS 434</b><br>Equivalent course(s): <b>ECON 434</b><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                     | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |
| <b>Department / Program Head or Director:</b> Dr. Frank Ulbrich                                                                                                                                                                                                                                                                                                                                                                           | <b>Date approved:</b> November 3, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Date approved:</b> November 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Date of posting:</b> January 15, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder-Glass                                                                                                                                                                                                                                                                                                                                                                                           | <b>Date approved:</b> November 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                   | <b>Date of meeting:</b> February 26, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

**Memo for Program Changes**

To: Chair of the Undergraduate Education Committee

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

Date: November 6, 2015

**Subject: Program change: BBA Options and Concentrations to Majors and Minors**

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: Change title of “options” to “majors” and “concentrations” to “minors”.

2. Rationale for change(s): To adjust terminology to be more in line with common language, the University and other programs.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: No new program outcomes. All core lower level courses applicable in all majors/minors are covered in the first two years of the BBA. Specialization is focused on in the upper level required courses in each major/minor. Important pre-requisites for the majors/minors are also covered in the first two years of the BBA. Revisions were made to ensure compliance with UFV major and minor requirements. Core lower level requirements are as follows:

**Accounting Major:**

Lower-level requirements: 12 credits

- BUS 100, BUS 143, BUS 144, BUS 247

**Finance Major**

Lower-level requirements: 13 credits

- BUS 100, BUS 247, BUS 249, BUS 226

#### Human Resource Major

Lower-level requirements: 12 credits

- BUS 100, BUS 203, BUS 201, BUS 261

#### Marketing Major

Lower-level electives: 13 credits

- BUS 100, BUS 120, BUS 221, BUS 226

#### Financial Management Minor

Lower-level requirements: 10 credits

- BUS 100, BUS 226, BUS 249

#### Operations Management/Management Information Systems Minor

Lower-level requirements: 10 credits

- BUS 100, BUS 160/CIS 110, BUS 226

#### Organizational Studies Minor

Lower-level requirements: 9 credits

- BUS 100, BUS 203, BUS 201

4. What consideration has been given to indigenizing the curriculum? The curriculum is not currently being adjusted with this change.
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? No impact. This is a benefit to students as the terminology is more in-line with common language and will be valuable in seeking employment and further education.
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 the core is not changing.
8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) No additional resources required.

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 change.
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. There will be no budget implications or changes.

## **Bachelor of Business Administration**

UFV offers a program leading to a Bachelor of Business Administration ([BBA](#)) degree. The objective of this program is to produce graduates who are well-equipped to function in and adapt to the rapidly changing business environment. The program provides students with the opportunity to obtain a general background in business. Students are also expected to gain a strong general educational background and are required to meet breadth requirements in the areas of English, social science, science, and the humanities. The overall emphasis in the program is on developing management and analytical skills.

Students complete several categories of business and business-related courses. These include lower-level foundation courses (such as human resource management, marketing, accounting, finance, mathematics, economics, and computing) that provide students with the tools they need for more advanced courses at the upper level. A set of core courses in business, mathematics, communications, and economics is required of all students at the upper and lower levels to ensure that they have a solid understanding of all the key functional areas in business.

The ~~Bachelor of Business Administration~~BBA degree consists of a minimum of 120 credits.

Students must choose between a general BBA or a major in one of the following areas of specialization. See below.

: Accounting, Finance, Human Resource Management, or Marketing. ~~Students should normally declare their intention to follow the regular BBA or declare their a major and/or minor between 45 and 60 program credits. Students that do not declare will remain in the general BBA program.~~

Minors are available in Financial Management, Operations Management/Management Information Systems, and Organization Studies. ~~Within the BBA program, Students have the option of completing a major and/or minors concentrating in a functional area of business by taking a selection of specialized upper level business courses. Students also complete advanced courses designed to integrate and provide context for the knowledge gained in earlier business courses. These courses develop comprehensive analytical skills, which prepare graduates to cope with the complex, multi-dimensional problems faced by the modern business manager. For details on option majors and concentration minors, see this section.~~

### Entrance requirements

The Bachelor of Business Administration degree is a four-year program. Students may enter the program directly from high school, or they may ladder into the program after completing some university study.

Option 1: High school (for students with high school graduation only)

1. B.C. secondary school graduation or equivalent.
2. Prerequisites for [ENGL 105](#).

3. Prerequisites for [MATH 141](#).

4. One other [Approved Grade 12 course](#) with a minimum B grade.

#### Option 2: University students

This option is available to students who have completed one or more university courses at a recognized institution and have met the following requirements:

1. One of the following:

- a minimum GPA of 2.67 on all university-level credits attempted, or
- a minimum of 30 credits transferrable to the BBA, with a minimum GPA of 2.67 calculated on those credits.

2. Prerequisites for [ENGL 105](#).

3. Prerequisites for [MATH 141](#).

#### Option 3: Departmental discretionary admission

The School of Business will also consider applications from Business Administration diploma graduates with at least five years of significant and relevant business experience after completion of the diploma, even though they may not possess the required GPA, course grades, or course currency necessary for entry into the degree program. The School of Business will exercise its discretion in such cases and, where warranted, accept students on a conditional basis.

Students accepted to the program under this applicant category may be required by the School of Business to refresh their academic background by completing one or more lower-level business courses in addition to satisfying any course deficiencies.

Students applying under this category must contact the School of Business prior to submitting a formal application in order to obtain a written statement of permission to apply.

#### When to apply

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

#### How to apply

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

Additional documents required for a complete application:

- For university students, official transcripts of all post-secondary institutions attended (other than UFV) showing grade/course achievement as per program entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see

the [Transfer Credit](#) section for details.

- For high school entrance, a final official transcript (if you have graduated). For students currently in Grade 12, final grades due by August 3.

The following must be included:

- a. Official transcript from high school
- b. B.C. English 12 or equivalent with a minimum C+ (see Note)
- c. B.C. Principles of Math 12 or equivalent with a minimum C+
- d. B.C. secondary school graduation or equivalent

Note: English 12 equivalent courses include English 12 First Peoples, English Literature 12, AP English, and IB English A (standard level or higher level).

2. In April or May, an orientation will be offered for all School of Business programs. Attendance at the orientation is mandatory.

3. Upon admission, 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.

4. In cases where interim transcripts are submitted, an admission decision may be made conditional upon completion of academic requirements. Proof of completion of entrance requirements must be submitted by the date stated on your acceptance letter.

Basis for admission decision

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

Residency requirements

At least 50% of the course work must be completed at UFV, including at least 10 of the business courses numbered 300-499.

Transfer credits

The School of Business follows the UFV's [Transfer Credit policy \(107\)](#). See the [Transfer credit](#) section for details.

Recognition of previously completed business courses

Former UFV business students who finished their studies more than 10 years ago and students who completed courses in other programs and/or at other post-secondary institutions prior to starting a UFV business program should contact the School of Business to determine whether

any courses/credits can be recognized for or transferred to the desired UFV business program. Applicability of courses and/or transfer credits is determined on an individual student basis.

The following criteria are used:

- Relevance and suitability of the course to the program as determined by the School of Business
- Generally, courses taken more than 10 years ago will not be considered applicable; courses taken more recently may not be considered applicable if there has been significant change in the course subject matter since the course was taken.
- Courses taken at other institutions may not be used to meet the program residency requirements.

Transferring courses to other institutions and associations

Students intending to pursue commerce or business administration studies at another institution are advised to study those institutions' calendars carefully before enrolling in any UFV courses which have a BUS designation. Students should consult a School of Business program advisor or contact an advisor at the institution to which they intend to transfer, or refer to the Provincial Transfer Guide at [bctransferguide.ca](http://bctransferguide.ca) for transfer details.

A number of the School of Business's courses have transferability with the Chartered Professional Accountants of Canada (CPA Canada), allowing a student graduating with a BBA Accounting ~~option~~major to meet the prerequisite requirements (PREP) of the CPA program. A number of courses are also recognized by a variety of other professional accrediting associations such as CHRP (Certified Human Resource Professional). (See information on transferability in the [Business course descriptions](#) section.)

Fees and additional costs

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

Textbooks and supplies cost approximately \$1,000–1,500 per year. Textbooks should be considered an investment and become part of your business library. You may be required to purchase one or more computer software packages. You should also consider purchasing or arranging access to an industry-compatible computer.

Program requirements

Bachelor of Business Administration degree students are required to complete a minimum of 40 three- or four-credit courses with a cumulative value of at least 120 credits (in most cases the credit value of courses will exceed this total). BBA program requirements consist of a minimum of 15 courses at the 300/400 level in business and economics.

~~BBA program requirements consist of a minimum of 15 courses at the 300/400 level in business and economics.~~ General requirements consist of four general education electives at the 100/200 level (including one natural science lab, one social science, and one humanities); plus a variety

of other required courses in math, English, and communications. Students should consult with the Director or [a School of Business](#) program advisor for eligible courses that meet the general education elective requirements.

#### Program regulations

#### Standing required for continuance

Students in the Bachelor of Business Administration degree program must maintain a program GPA and semester average of 2.67 (B- average) or above.

#### Academic warning

Students whose program GPA or semester GPA falls below 2.67 during their program are subject to academic warning for the next semester (see [this section](#) for details). A student on academic warning may not register in a course overload. Students who do not achieve a semester GPA of at least 2.67 while they are on academic warning will be required to withdraw from the program.

A student on academic warning who achieves a single semester GPA of at least 2.67 will continue on academic warning until the minimum program GPA of 2.67 is achieved.

#### Undergraduate continuance

Academic standing will be governed by UFV's [Undergraduate Continuance policy \(92\)](#). Students must have a 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 the University. Students on Academic Warning or Academic Probation are limited to registering in 10 credits.

The academic standing of all students covered under this policy for courses where letter grades are assigned will be determined at intervals of 9 credits at the start of a student's academic career and then at the end of every term after 27 credits have been completed. Students will be assessed after every term enrolled, but Academic Standing will only change at the intervals noted above. Students' academic standing will be permanently reflected on their student record and will appear on official and unofficial transcripts.

After each semester, students put on Academic Warning, Academic Probation, or Required to Withdraw status or who are continued on Warning or Probation will be notified by the Registrar.

#### Required to withdraw

Students who have been Required to Withdraw from UFV under the [Undergraduate Continuance policy \(92\)](#) are subject to readmission and continuance requirements as listed in the UFV academic calendar. Students are normally only readmitted once to the same program.

#### Graduation requirements

- a) A program GPA of 2.67 or above in years one to four of the BBA.
- b) Successful completion of all core and elective courses of the BBA.

Students who complete the first two years of the BBA and meet the GPA and program requirements for the [Business Administration diploma](#) may apply for that credential.

#### Length and location

Students can complete the BBA degree program in four years if five courses are taken each fall and winter semester. A reduced course load is permitted, but a longer period of time will be needed to complete the program. The department requires years one to four to be completed within 10 years if the program is taken on a part-time basis. Students returning to the School of Business at UFV after an absence will be allowed seven years to complete years three and four of the degree.

First- and second-year business courses are offered at both the Abbotsford and Chilliwack campuses; most first-year courses are also offered at the Mission campus. Third- and fourth-year business courses are normally only offered at the Abbotsford campus. However, some of the non-business courses are available in Abbotsford, Mission, or Chilliwack. All students should expect to travel between campuses during their program.

#### Course withdrawal deadlines

Course withdrawal deadlines follow UFV's [Course Withdrawal policy \(81\)](#).

#### Addition of Arts and Science extended minor and minor

Students who choose to combine their BBA with a minor or extended minor in an Arts or Science discipline must complete all the requirements of the BBA and all the discipline requirements of the minor or extended minor. If you are interested in pursuing this option, contact ~~the Business~~ [a School of Business](#) program advisor to discuss your program plan.

#### Co-operative Education option

The Co-operative Education option offers students in the BBA degree program the opportunity to obtain paid, career-related work experience in their field of study during their education at UFV. After completing their first year of study, Co-op students alternate between semesters of full-time study and full-time paid employment. See the [Co-operative Education](#) section of the calendar for further details.

#### Program outline

##### First year

| <b>Semester I</b>        |                                                                     | <b>Semester II</b>                    |                                                                     |
|--------------------------|---------------------------------------------------------------------|---------------------------------------|---------------------------------------------------------------------|
| <b>Course</b>            | <b>Title</b>                                                        | <b>Course</b>                         | <b>Title</b>                                                        |
| BUS 100                  | Introduction to Business                                            | <a href="#">BUS 120</a>               | <a href="#">Essentials of Marketing</a>                             |
| BUS 160/CIS 110          | Computerized Business Applications and MIS                          | <a href="#">BUS 143</a>               | <a href="#">Accounting I</a>                                        |
| ENGL 105                 | Academic Writing                                                    | <a href="#">STAT 106</a>              | <a href="#">Statistics I</a>                                        |
| ECON 100                 | Principles of Microeconomics                                        | <a href="#">CMNS 125</a>              | <a href="#">Introduction to Workplace Communication</a>             |
| MATH 141                 | Calculus for Business                                               | <a href="#">ECON 101</a>              | <a href="#">Principles of Macroeconomics</a>                        |
| Second year              |                                                                     |                                       |                                                                     |
| <b>Semester III</b>      |                                                                     | <b>Semester IV</b>                    |                                                                     |
| <b>Course</b>            | <b>Title</b>                                                        | <b>Course</b>                         | <b>Title</b>                                                        |
| BUS 144                  | Accounting II                                                       | <a href="#">BUS 201</a>               | <a href="#">Human Resource Management</a>                           |
| BUS 203                  | Organizational Behaviour                                            | <a href="#">BUS 226/<br/>ECON 226</a> | <a href="#">Economic and Business Statistics (formerly BUS 301)</a> |
| BUS 221                  | Professional Selling                                                | <a href="#">BUS 227</a>               | <a href="#">New Business Development</a>                            |
| BUS 249                  | Essentials of Finance (formerly BUS 149, 162)                       | <a href="#">BUS 247</a>               | <a href="#">Management Accounting</a>                               |
| CMNS 251                 | Professional Report Writing                                         | <a href="#">BUS 261</a>               | <a href="#">Business Law</a>                                        |
| Third year               |                                                                     |                                       |                                                                     |
| <b>Semester V</b>        |                                                                     | <b>Semester VI</b>                    |                                                                     |
| <b>Course</b>            | <b>Title</b>                                                        | <b>Course</b>                         | <b>Title</b>                                                        |
| <a href="#">BUS 320</a>  | <a href="#">Business Research Methods</a>                           | <a href="#">BUS 349</a>               | <a href="#">Financial Management I</a>                              |
| <a href="#">ECON 307</a> | <a href="#">Managerial Microeconomics</a>                           | <a href="#">Elective</a>              | <a href="#">Upper-level Business elective (see Note 1)</a>          |
| <a href="#">Elective</a> | <a href="#">Lower or upper-level Business elective (see Note 1)</a> | <a href="#">Elective</a>              | <a href="#">Upper-level Business elective (see Note 1)</a>          |
| <a href="#">Elective</a> | <a href="#">Upper-level Business elective (see Note 1)</a>          | <a href="#">Elective</a>              | <a href="#">Upper-level Business elective (see Note 1)</a>          |
| <a href="#">Elective</a> | <a href="#">General education requirement (see Note 2)</a>          | <a href="#">Elective</a>              | <a href="#">General education requirement (see Note 2)</a>          |
| Fourth year              |                                                                     |                                       |                                                                     |
| <b>Semester VII</b>      |                                                                     | <b>Semester VIII</b>                  |                                                                     |

|                                 |                                                                   |                                 |                                                                   |
|---------------------------------|-------------------------------------------------------------------|---------------------------------|-------------------------------------------------------------------|
| <a href="#"><u>Course</u></a>   | <a href="#"><u>Title</u></a>                                      | <a href="#"><u>Course</u></a>   | <a href="#"><u>Title</u></a>                                      |
| <a href="#"><u>BUS 403</u></a>  | <a href="#"><u>Strategic Management</u></a>                       | <a href="#"><u>BUS 405</u></a>  | <a href="#"><u>Strategic Management Simulation</u></a>            |
| <a href="#"><u>BUS 404</u></a>  | <a href="#"><u>Management Science</u></a>                         | <a href="#"><u>Elective</u></a> | <a href="#"><u>Upper-level Business elective (see Note 1)</u></a> |
| <a href="#"><u>Elective</u></a> | <a href="#"><u>Upper-level Business elective (see Note 1)</u></a> | <a href="#"><u>Elective</u></a> | <a href="#"><u>Upper-level Business elective (see Note 1)</u></a> |
| <a href="#"><u>Elective</u></a> | <a href="#"><u>Upper-level Business elective (see Note 1)</u></a> | <a href="#"><u>Elective</u></a> | <a href="#"><u>Upper-level Business elective (see Note 1)</u></a> |
| <a href="#"><u>Elective</u></a> | <a href="#"><u>General education requirement (see Note 2)</u></a> | <a href="#"><u>Elective</u></a> | <a href="#"><u>General education requirement (see Note 2)</u></a> |

Note 1: One upper-level economics elective may be taken in place of one upper-level business elective.

Note 2: Students in the BBA program must meet the following general education requirements:

- One natural science (lab) course.
- One humanities course.
- One social science course.
- One other general education elective other than business. (This includes any university-level course of three credits or more.)

#### ~~Option~~Majors and ~~concentration~~minors

The following ~~option~~majors and ~~concentration~~minors are available in the BBA ~~program~~:

- Accounting ~~option~~major
- Finance ~~option~~major
- Human Resource Management ~~option~~major
- Marketing ~~option~~major
- Financial Management ~~concentration~~minor
- Operations Management/Management Information Systems ~~concentration~~minor
- Organizational Studies ~~concentration~~minor

See [this section](#) for ~~option~~major and ~~concentration~~minor requirements.

#### Bachelor of Business Administration Honours degree

Students in the Bachelor of Business Administration program have the option of completing a Bachelor of Business Administration Honours degree. The following conditions apply to this program:

- Students must formally apply for entry to the program, by declaration, after completing no fewer than 60 credits and no more than 90 credits applicable to the BBA. Applications after completion of more than 90 credits will only be considered under extenuating circumstances.
- A minimum CGPA of 3.5 on all courses applicable to the degree is required for admission, continuance and graduation.
- Students must complete an additional 12 credits beyond the 120 credits required for the BBA degree. These credits must come from upper-level (numbered 300-400) Business courses; upper-

level courses from other areas may be counted toward this total with the Director's approval.

- Students must also complete the requirements of at least one of the Business [majors or minors](#) ~~[concentration minors or option majors](#)~~ listed in the UFV calendar.

Course listings

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

## Bachelor of Business Administration ~~option~~majors and ~~concentration~~minors

Students in the third and fourth years of the program may choose to specialize in a functional area of business by taking a selection of prescribed courses as their upper-level electives.

~~Concentration~~Minors ~~generally typically~~ require ~~four a minimum of 7—12~~ courses ~~including at least 14 upper level credits,~~ in the area of specialization while ~~option~~majors generally require ~~double this amount a minimum of 12—18 courses including at least 30 upper level credits.~~

### Accounting ~~option~~Major

Accounting identifies, measures and communicates economic information to external groups such as investors, and to internal groups, such as managers. Even though many students in this ~~option~~major become accountants, UFV's Accounting ~~option~~major is flexible because of its easily transferable skills. Our accounting graduates have selected careers in areas such as banking, insurance, and consulting.

The Accounting ~~option~~major provides ~~the necessary~~ prerequisites necessary for the Chartered Professional Accountant (CPA) program.

This sections specifies only the requirements for the Accounting major, which may be completed in the BBA degree. Degree students must ensure that all other degree requirements have been met, including the requirements for declaring a major. For students who are planning on completing this major within their degree program, please check the BBA residency section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

Core Lower-level requirements are covered in the BBA

Upper-level requirements: 30 credits

- BUS 343, BUS 344, BUS 345, BUS 346, BUS 347, BUS 348, BUS 349, BUS 439, BUS 444, BUS 449

Program Outline for the Accounting Major

| <u>Semester I</u> |                                                   | <u>Semester II</u> |                                |
|-------------------|---------------------------------------------------|--------------------|--------------------------------|
| <u>Course</u>     | <u>Title</u>                                      | <u>Course</u>      | <u>Title</u>                   |
| BUS 100           | <u>Introduction to Business</u>                   | BUS 120            | <u>Essentials of Marketing</u> |
| BUS 160/CIS 110   | <u>Computerized Business Applications and MIS</u> | BUS 143            | <u>Accounting I</u>            |
| ENGL 105          | <u>Academic Writing</u>                           | STAT 106           | <u>Statistics I</u>            |

|                            |                                                               |                                       |                                                                     |
|----------------------------|---------------------------------------------------------------|---------------------------------------|---------------------------------------------------------------------|
| <a href="#">ECON 100</a>   | <a href="#">Principles of Microeconomics</a>                  | <a href="#">CMNS 125</a>              | <a href="#">Introduction to Workplace Communication</a>             |
| <a href="#">MATH 141</a>   | <a href="#">Calculus for Business</a>                         | <a href="#">ECON 101</a>              | <a href="#">Principles of Macroeconomics</a>                        |
| <b><u>Semester III</u></b> |                                                               | <b><u>Semester IV</u></b>             |                                                                     |
| <b><u>Course</u></b>       | <b><u>Title</u></b>                                           | <b><u>Course</u></b>                  | <b><u>Title</u></b>                                                 |
| <a href="#">BUS 144</a>    | <a href="#">Accounting II</a>                                 | <a href="#">BUS 201</a>               | <a href="#">Human Resource Management</a>                           |
| <a href="#">BUS 203</a>    | <a href="#">Organizational Behaviour</a>                      | <a href="#">BUS 226/<br/>ECON 226</a> | <a href="#">Economic and Business Statistics (formerly BUS 301)</a> |
| <a href="#">BUS 221</a>    | <a href="#">Professional Selling</a>                          | <a href="#">BUS 227</a>               | <a href="#">New Business Development</a>                            |
| <a href="#">BUS 249</a>    | <a href="#">Essentials of Finance (formerly BUS 149, 162)</a> | <a href="#">BUS 247</a>               | <a href="#">Management Accounting</a>                               |
| <a href="#">CMNS 251</a>   | <a href="#">Professional Report Writing</a>                   | <a href="#">BUS 261</a>               | <a href="#">Business Law</a>                                        |
| <b><u>Semester V</u></b>   |                                                               | <b><u>Semester VI</u></b>             |                                                                     |
| <b><u>Course</u></b>       | <b><u>Title</u></b>                                           | <b><u>Course</u></b>                  | <b><u>Title</u></b>                                                 |
| <a href="#">BUS 320</a>    | <a href="#">Business Research Methods</a>                     | <a href="#">BUS 344</a>               | <a href="#">Intermediate Accounting II</a>                          |
| <a href="#">ECON 307</a>   | <a href="#">Managerial Microeconomics</a>                     | <a href="#">BUS 346</a>               | <a href="#">Income Tax II</a>                                       |
| <a href="#">BUS 343</a>    | <a href="#">Intermediate Accounting I</a>                     | <a href="#">BUS 348</a>               | <a href="#">Management Accounting II</a>                            |
| <a href="#">BUS 345</a>    | <a href="#">Income Tax I</a>                                  | <a href="#">BUS 349</a>               | <a href="#">Financial Management I</a>                              |
| <a href="#">Elective</a>   | <a href="#">General education requirement (see Note 2)</a>    | <a href="#">Elective</a>              | <a href="#">General education requirement (see Note 2)</a>          |
| <b><u>Semester VII</u></b> |                                                               | <b><u>Semester VIII</u></b>           |                                                                     |
| <b><u>Course</u></b>       | <b><u>Title</u></b>                                           | <b><u>Course</u></b>                  | <b><u>Title</u></b>                                                 |
| <a href="#">BUS 403</a>    | <a href="#">Strategic Management</a>                          | <a href="#">BUS 347</a>               | <a href="#">Auditing Principles</a>                                 |
| <a href="#">BUS 404</a>    | <a href="#">Management Science</a>                            | <a href="#">BUS 405</a>               | <a href="#">Strategic Management Simulation</a>                     |
| <a href="#">BUS 444</a>    | <a href="#">Advanced Management Accounting</a>                | <a href="#">BUS 439</a>               | <a href="#">Advanced Financial Accounting</a>                       |
| <a href="#">BUS 449</a>    | <a href="#">Financial Management II</a>                       | <a href="#">Elective</a>              | <a href="#">Lower or upper-level Business elective (see Note 1)</a> |
| <a href="#">Elective</a>   | <a href="#">General education requirement (see Note 2)</a>    | <a href="#">Elective</a>              | <a href="#">General education requirement (see Note 2)</a>          |

Note 1: One upper-level economics elective may be taken in place of one upper-level business elective.

Note 2: Students in the BBA program must meet the following general education requirements:

- One natural science (lab) course.
- One humanities course.
- One social science course.
- One other general education elective other than business. (This includes any university-level course of three credits or more.)

## Finance ~~option~~ Major

The skills developed within the Finance ~~option~~ major reflect those demanded in the financial services industry. This major is specifically designed to provide students with training in the major areas of finance including: corporate finance, investment management, money and banking and international finance. Upon completion of this option, students will have developed the skills necessary for success in the financial services industry and their pursuit for professional designations. The major in Finance may not be combined with a minor in Financial Management. This option is specifically designed to provide students with training in the four major branches of finance (corporate finance, investment management, money and banking, and international finance); numeracy and analytical skills necessary for asset pricing; computer skills in financial modeling, accounting, and database management; analysis of financial statements; and personal taxation and issue identification. Students choosing to complete a major in both Accounting and Finance must do an additional three upper level Business courses not mandatory in either option.

The Finance major provides some, but not all, of the necessary prerequisites for the Chartered Professional Accountant (CPA) program.

This sections specifies only the requirements for the Finance major, which may be completed in the BBA degree. Degree students must ensure that all other degree requirements have been met, including the requirements for declaring a major. For students who are planning on completing this major within their degree program, please check the BBA residency section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

Core Lower-level requirements are covered in the BBA

Upper-level requirements: 30 credits

- BUS 343, BUS 344, BUS 349, BUS 405, BUS 434, BUS 435, BUS 439, BUS 449, ECON 307, ECON 410

### Program Outline for Finance Major

| <u>Semester I</u>      |                                                   | <u>Semester II</u> |                                                |
|------------------------|---------------------------------------------------|--------------------|------------------------------------------------|
| <u>Course</u>          | <u>Title</u>                                      | <u>Course</u>      | <u>Title</u>                                   |
| <u>BUS 100</u>         | <u>Introduction to Business</u>                   | <u>BUS 120</u>     | <u>Essentials of Marketing</u>                 |
| <u>BUS 160/CIS 110</u> | <u>Computerized Business Applications and MIS</u> | <u>BUS 143</u>     | <u>Accounting I</u>                            |
| <u>ENGL 105</u>        | <u>Academic Writing</u>                           | <u>STAT 106</u>    | <u>Statistics I</u>                            |
| <u>ECON 100</u>        | <u>Principles of Microeconomics</u>               | <u>CMNS 125</u>    | <u>Introduction to Workplace Communication</u> |
| <u>MATH 141</u>        | <u>Calculus for Business</u>                      | <u>ECON 101</u>    | <u>Principles of Macroeconomics</u>            |

**Semester III**

| <u>Course</u>            | <u>Title</u>                                                  |
|--------------------------|---------------------------------------------------------------|
| <a href="#">BUS 144</a>  | <a href="#">Accounting II</a>                                 |
| <a href="#">BUS 203</a>  | <a href="#">Organizational Behaviour</a>                      |
| <a href="#">BUS 221</a>  | <a href="#">Professional Selling</a>                          |
| <a href="#">BUS 249</a>  | <a href="#">Essentials of Finance (formerly BUS 149, 162)</a> |
| <a href="#">CMNS 251</a> | <a href="#">Professional Report Writing</a>                   |

**Semester IV**

| <u>Course</u>                         | <u>Title</u>                                                        |
|---------------------------------------|---------------------------------------------------------------------|
| <a href="#">BUS 201</a>               | <a href="#">Human Resource Management</a>                           |
| <a href="#">BUS 226/<br/>ECON 226</a> | <a href="#">Economic and Business Statistics (formerly BUS 301)</a> |
| <a href="#">BUS 227</a>               | <a href="#">New Business Development</a>                            |
| <a href="#">BUS 247</a>               | <a href="#">Management Accounting</a>                               |
| <a href="#">BUS 261</a>               | <a href="#">Business Law</a>                                        |

**Semester V**

| <u>Course</u>            | <u>Title</u>                                                        |
|--------------------------|---------------------------------------------------------------------|
| <a href="#">BUS 320</a>  | <a href="#">Business Research Methods</a>                           |
| <a href="#">BUS 349</a>  | <a href="#">Financial Management I</a>                              |
| <a href="#">ECON 307</a> | <a href="#">Managerial Microeconomics</a>                           |
| <a href="#">Elective</a> | <a href="#">Lower or upper-level Business elective (see Note 1)</a> |
| <a href="#">Elective</a> | <a href="#">General education requirement (see Note 2)</a>          |

**Semester VI**

| <u>Course</u>            | <u>Title</u>                                               |
|--------------------------|------------------------------------------------------------|
| <a href="#">BUS 343</a>  | <a href="#">Intermediate Accounting I</a>                  |
| <a href="#">BUS 433</a>  | <a href="#">Investments</a>                                |
| <a href="#">BUS 434</a>  | <a href="#">Risk Mgmt. &amp; Fin. Eng.</a>                 |
| <a href="#">Elective</a> | <a href="#">Upper-level Business elective (see Note 1)</a> |
| <a href="#">Elective</a> | <a href="#">General education requirement (see Note 2)</a> |

**Semester VII**

| <u>Course</u>            | <u>Title</u>                                               |
|--------------------------|------------------------------------------------------------|
| <a href="#">BUS 344</a>  | <a href="#">Intermediate Accounting II</a>                 |
| <a href="#">BUS 404</a>  | <a href="#">Management Science</a>                         |
| <a href="#">BUS 435</a>  | <a href="#">International Finance</a>                      |
| <a href="#">BUS 449</a>  | <a href="#">Financial Management II</a>                    |
| <a href="#">Elective</a> | <a href="#">General education requirement (see Note 2)</a> |

**Semester VIII**

| <u>Course</u>            | <u>Title</u>                                               |
|--------------------------|------------------------------------------------------------|
| <a href="#">BUS 403</a>  | <a href="#">Strategic Management</a>                       |
| <a href="#">BUS 405</a>  | <a href="#">Strategic Management Simulation</a>            |
| <a href="#">BUS 439</a>  | <a href="#">Advanced Financial Accounting</a>              |
| <a href="#">ECON 410</a> | <a href="#">Macroeconomics and Financial Markets</a>       |
| <a href="#">Elective</a> | <a href="#">General education requirement (see Note 2)</a> |

Note 1: One upper-level economics elective may be taken in place of one upper-level business elective.

Note 2: Students in the BBA program must meet the following general education requirements:

- One natural science (lab) course.
- One humanities course.
- One social science course.
- One other general education elective other than business. (This includes any university-level course of three credits or more.)

**Human Resource Management option** **Major**

This ~~option~~major is designed to equip student with the skills and abilities necessary for a successful career in human resource management. It also provides students with the foundation for successful completion of the Human Resources Management Association's Knowledge Exam, the first step in the certification process to obtain the national Certified Human Resource Professional (CHRP) designation. The major in Human Resource Management may not be combined with a minor in Organizational Studies, unless four additional courses are taken which are not included in the minor.

This sections specifies only the requirements for the Human Resource Management major, which may be completed in the BBA degree. Degree students must ensure that all other degree requirements have been met, including the requirements for declaring a major. For students who are planning on completing this major within their degree program, please check the BBA residency section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

Core Lower-level requirements are covered in the BBA

Upper-level requirements: 30 credits

- BUS 305, BUS 314, BUS 406, BUS 416, BUS 418, five upper-level Business (Human Resource Management ) electives:
  - \* BUS 304, BUS 307, BUS 308, BUS 309, BUS 377, BUS 400, BUS 407, BUS 408, BUS 417, BUS 419, BUS 423, BUS 430, BUS 478, BUS 492, CMNS 345, CMNS 445.

Program Outline for Human Resource Management Major

| <u>Semester I</u>      |                                                   | <u>Semester II</u>       |                                                            |
|------------------------|---------------------------------------------------|--------------------------|------------------------------------------------------------|
| <u>Course</u>          | <u>Title</u>                                      | <u>Course</u>            | <u>Title</u>                                               |
| <u>BUS 100</u>         | <u>Introduction to Business</u>                   | <u>BUS 120</u>           | <u>Essentials of Marketing</u>                             |
| <u>BUS 160/CIS 110</u> | <u>Computerized Business Applications and MIS</u> | <u>BUS 143</u>           | <u>Accounting I</u>                                        |
| <u>ENGL 105</u>        | <u>Academic Writing</u>                           | <u>STAT 106</u>          | <u>Statistics I</u>                                        |
| <u>ECON 100</u>        | <u>Principles of Microeconomics</u>               | <u>CMNS 125</u>          | <u>Introduction to Workplace Communication</u>             |
| <u>MATH 141</u>        | <u>Calculus for Business</u>                      | <u>ECON 101</u>          | <u>Principles of Macroeconomics</u>                        |
| <u>Semester III</u>    |                                                   | <u>Semester IV</u>       |                                                            |
| <u>Course</u>          | <u>Title</u>                                      | <u>Course</u>            | <u>Title</u>                                               |
| <u>BUS 144</u>         | <u>Accounting II</u>                              | <u>BUS 201</u>           | <u>Human Resource Management</u>                           |
| <u>BUS 203</u>         | <u>Organizational Behaviour</u>                   | <u>BUS 226/ ECON 226</u> | <u>Economic and Business Statistics (formerly BUS 301)</u> |
| <u>BUS 221</u>         | <u>Professional Selling</u>                       | <u>BUS 227</u>           | <u>New Business Development</u>                            |

|                          |                                                               |                         |                                       |
|--------------------------|---------------------------------------------------------------|-------------------------|---------------------------------------|
| <a href="#">BUS 249</a>  | <a href="#">Essentials of Finance (formerly BUS 149, 162)</a> | <a href="#">BUS 247</a> | <a href="#">Management Accounting</a> |
| <a href="#">CMNS 251</a> | <a href="#">Professional Report Writing</a>                   | <a href="#">BUS 261</a> | <a href="#">Business Law</a>          |

**Semester V**

**Semester VI**

| <b><u>Course</u></b>     | <b><u>Title</u></b>                                           | <b><u>Course</u></b>     | <b><u>Title</u></b>                                           |
|--------------------------|---------------------------------------------------------------|--------------------------|---------------------------------------------------------------|
| <a href="#">BUS 305</a>  | <a href="#">Industrial Relations</a>                          | <a href="#">BUS 349</a>  | <a href="#">Financial Management I</a>                        |
| <a href="#">BUS 314</a>  | <a href="#">Recruitment and Selection</a>                     | <a href="#">BUS 416</a>  | <a href="#">Training and Development</a>                      |
| <a href="#">BUS 320</a>  | <a href="#">Business Research Methods</a>                     | <a href="#">ECON 307</a> | <a href="#">Managerial Microeconomics</a>                     |
| <a href="#">Elective</a> | <a href="#">Upper-level Human Resource Elective, see list</a> | <a href="#">Elective</a> | <a href="#">Upper-level Human Resource Elective, see list</a> |
| <a href="#">Elective</a> | <a href="#">General education requirement (see Note 2)</a>    | <a href="#">Elective</a> | <a href="#">General education requirement (see Note 2)</a>    |

**Semester VII**

**Semester VIII**

| <b><u>Course</u></b>     | <b><u>Title</u></b>                                           | <b><u>Course</u></b>     | <b><u>Title</u></b>                                           |
|--------------------------|---------------------------------------------------------------|--------------------------|---------------------------------------------------------------|
| <a href="#">BUS 404</a>  | <a href="#">Management Science</a>                            | <a href="#">BUS 403</a>  | <a href="#">Strategic Management</a>                          |
| <a href="#">BUS 406</a>  | <a href="#">Compensation and Benefits</a>                     | <a href="#">BUS 405</a>  | <a href="#">Strategic Management Simulation</a>               |
| <a href="#">Elective</a> | <a href="#">Upper-level Human Resource Elective, see list</a> | <a href="#">BUS 418</a>  | <a href="#">Workplace Health and Safety</a>                   |
| <a href="#">Elective</a> | <a href="#">Upper-level Human Resource Elective, see list</a> | <a href="#">Elective</a> | <a href="#">Upper-level Human Resource Elective, see list</a> |
| <a href="#">Elective</a> | <a href="#">General education requirement (see Note 2)</a>    | <a href="#">Elective</a> | <a href="#">General education requirement (see Note 2)</a>    |

Note 1: ~~One upper-level economics elective may be taken in place of one upper-level business elective.~~[N/A](#)

Note 2: Students in the BBA program must meet the following general education requirements:

- One natural science (lab) course.
- One humanities course.
- One social science course.
- One other general education elective other than business. (This includes any university-level course of three credits or more.)

Human Resource Management electives

~~Five~~[Four](#) upper-level Business electives for the Human Resource Management ~~option~~[major](#) must be chosen from the following list.

| <b>Course</b> | <b>Title</b>                                | <b>Credits</b> |
|---------------|---------------------------------------------|----------------|
| BUS 304       | Organization Theory and Application         | 3              |
| BUS 307       | Selected Topics in Organizational Behaviour | 3              |

|          |                                                |   |
|----------|------------------------------------------------|---|
| BUS 308  | Selected Topics in Applied Organization Theory | 3 |
| BUS 309  | Selected Topics in Human Resources Management  | 3 |
| BUS 377  | Management of Cooperatives                     | 3 |
| BUS 400  | Business and Society                           | 3 |
| BUS 407  | Gender and Diversity Issues                    | 3 |
| BUS 408  | Teamwork in Organizations                      | 3 |
| BUS 417  | Performance Evaluation and Management          | 3 |
| BUS 419  | Strategic Human Resource Planning              | 3 |
| BUS 423  | Services Marketing                             | 3 |
| BUS 430  | Management of Innovation                       | 3 |
| BUS 478  | Work Spaces, Built Places                      | 3 |
| BUS 492  | Directed Studies                               | 3 |
| CMNS 345 | Instructional Skills for the Workplace         | 4 |
| CMNS 445 | Facilitating Skills for the Workplace          | 4 |

### **Marketing ~~option~~Major**

This ~~option~~major is designed to equip students with the skills and abilities necessary for a successful career in marketing. Some of the fields which marketing graduates work in include advertising and public relations, marketing research, retailing management, professional selling and sales management, brand/product management, retailing and e-tail management, and non-profit management.

This sections specifies only the requirements for the Marketing major, which may be completed in the BBA degree. Degree students must ensure that all other degree requirements have been met, including the requirements for declaring a major. For students who are planning on completing this major within their degree program, please check the BBA residency section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

Core Lower-level requirements are covered in the BBA

Upper-level electives: 30 credits

- BUS 320, BUS 321, BUS 324, BUS 325, BUS 326, BUS 327, BUS 425, 3 upper-level Business (Marketing) electives:
  - \* BUS 322, BUS 323, BUS 328, BUS 329, BUS 385, BUS 421, BUS 422, BUS 423, BUS 424, BUS 426, BUS 427, BUS 492

Program Outline for Marketing Major

**Semester I**

| <u>Course</u>                   | <u>Title</u>                                               |
|---------------------------------|------------------------------------------------------------|
| <a href="#">BUS 100</a>         | <a href="#">Introduction to Business</a>                   |
| <a href="#">BUS 160/CIS 110</a> | <a href="#">Computerized Business Applications and MIS</a> |
| <a href="#">ENGL 105</a>        | <a href="#">Academic Writing</a>                           |
| <a href="#">ECON 100</a>        | <a href="#">Principles of Microeconomics</a>               |
| <a href="#">MATH 141</a>        | <a href="#">Calculus for Business</a>                      |

**Semester II**

| <u>Course</u>            | <u>Title</u>                                            |
|--------------------------|---------------------------------------------------------|
| <a href="#">BUS 120</a>  | <a href="#">Essentials of Marketing</a>                 |
| <a href="#">BUS 143</a>  | <a href="#">Accounting I</a>                            |
| <a href="#">STAT 106</a> | <a href="#">Statistics I</a>                            |
| <a href="#">CMNS 125</a> | <a href="#">Introduction to Workplace Communication</a> |
| <a href="#">ECON 101</a> | <a href="#">Principles of Macroeconomics</a>            |

**Semester III**

| <u>Course</u>            | <u>Title</u>                                                  |
|--------------------------|---------------------------------------------------------------|
| <a href="#">BUS 144</a>  | <a href="#">Accounting II</a>                                 |
| <a href="#">BUS 203</a>  | <a href="#">Organizational Behaviour</a>                      |
| <a href="#">BUS 221</a>  | <a href="#">Professional Selling</a>                          |
| <a href="#">BUS 249</a>  | <a href="#">Essentials of Finance (formerly BUS 149, 162)</a> |
| <a href="#">CMNS 251</a> | <a href="#">Professional Report Writing</a>                   |

**Semester IV**

| <u>Course</u>                     | <u>Title</u>                                                        |
|-----------------------------------|---------------------------------------------------------------------|
| <a href="#">BUS 201</a>           | <a href="#">Human Resource Management</a>                           |
| <a href="#">BUS 226/ ECON 226</a> | <a href="#">Economic and Business Statistics (formerly BUS 301)</a> |
| <a href="#">BUS 227</a>           | <a href="#">New Business Development</a>                            |
| <a href="#">BUS 247</a>           | <a href="#">Management Accounting</a>                               |
| <a href="#">BUS 261</a>           | <a href="#">Business Law</a>                                        |

**Semester V**

| <u>Course</u>            | <u>Title</u>                                                        |
|--------------------------|---------------------------------------------------------------------|
| <a href="#">BUS 320</a>  | <a href="#">Business Research Methods</a>                           |
| <a href="#">BUS 321</a>  | <a href="#">Business Marketing</a>                                  |
| <a href="#">BUS 326</a>  | <a href="#">Measuring Marketing Effectiveness</a>                   |
| <a href="#">Elective</a> | <a href="#">Lower or upper-level Business elective (see Note 1)</a> |
| <a href="#">Elective</a> | <a href="#">General education requirement (see Note 2)</a>          |

**Semester VI**

| <u>Course</u>            | <u>Title</u>                                               |
|--------------------------|------------------------------------------------------------|
| <a href="#">BUS 324</a>  | <a href="#">Customer Relationship Management</a>           |
| <a href="#">BUS 325</a>  | <a href="#">E-Marketing</a>                                |
| <a href="#">BUS 327</a>  | <a href="#">Consumer Behavior</a>                          |
| <a href="#">BUS 349</a>  | <a href="#">Financial Management I</a>                     |
| <a href="#">Elective</a> | <a href="#">General education requirement (see Note 2)</a> |

**Semester VII**

| <u>Course</u>            | <u>Title</u>                                               |
|--------------------------|------------------------------------------------------------|
| <a href="#">BUS 403</a>  | <a href="#">Strategic Management</a>                       |
| <a href="#">BUS 404</a>  | <a href="#">Management Science</a>                         |
| <a href="#">ECON 307</a> | <a href="#">Managerial Microeconomics</a>                  |
| <a href="#">Elective</a> | <a href="#">Upper-level Marketing elective, see list</a>   |
| <a href="#">Elective</a> | <a href="#">General education requirement (see Note 2)</a> |

**Semester VIII**

| <u>Course</u>            | <u>Title</u>                                               |
|--------------------------|------------------------------------------------------------|
| <a href="#">BUS 405</a>  | <a href="#">Strategic Management Simulation</a>            |
| <a href="#">BUS 425</a>  | <a href="#">Marketing Strategy</a>                         |
| <a href="#">Elective</a> | <a href="#">Upper-level Marketing elective, see list</a>   |
| <a href="#">Elective</a> | <a href="#">Upper-level Marketing elective, see list</a>   |
| <a href="#">Elective</a> | <a href="#">General education requirement (see Note 2)</a> |

Note 1: One upper-level economics elective may be taken in place of one upper-level business elective.

Note 2: Students in the BBA program must meet the following general education requirements:

- a) One natural science (lab) course.
- b) One humanities course.
- c) One social science course.
- d) One other general education elective other than business. (This includes any university-level course of three credits or more.)

### Marketing electives

The Marketing optionmajor includes two official streams of study: professional selling and marketing communications.

Students interested in a career in **marketing communications** should select from the following:

- BUS 223 (Advertising)
- BUS 323 (Introduction to Advertising)
- BUS 329 (Brand Image Management)
- CMNS 375 (Understanding Design for Print Publications)
- BUS 426 (Integrated Marketing Communications, formerly BUS 463)
- BUS 427 (PR and Event Management)

Students interested in a career in **professional selling** should select from the following:

- BUS 322 (Advanced Selling, formerly BUS 390K)
- BUS 328 (Retail Management)
- BUS 422 (Sales Management, formerly BUS 461)
- BUS 423 (Services Marketing).

Three upper-level Business electives for the Marketing optionmajor must be chosen from the following list.

| Course         | Title                                | Credits  |
|----------------|--------------------------------------|----------|
| BUS 322        | Advanced Selling                     | 3        |
| BUS 323        | Introduction to Advertising          | 3        |
| BUS 328        | Retail Management                    | 3        |
| BUS 329        | Brand Image Management               | 3        |
| <u>BUS 385</u> | <u>Developing a Digital Presence</u> | <u>3</u> |
| BUS 421        | International Marketing              | 3        |
| BUS 422        | Sales Management                     | 3        |
| BUS 423        | Services Marketing                   | 3        |
| BUS 424        | <u>CustomerBusiness</u> Intelligence | 3        |

|                     |                                                        |              |
|---------------------|--------------------------------------------------------|--------------|
| BUS 426             | Integrated Marketing Communications                    | 3            |
| BUS 427             | PR and Event Management                                | 3            |
| BUS 492             | Directed Studies                                       | 3            |
| <del>CMNS 375</del> | <del>Understanding Design for Print Publications</del> | <del>3</del> |
| BUS 390             | Special Topics                                         | 3            |

### **Financial Management ~~concentration~~Minor**

This sections specifies only the requirements for the Financial Management minor, which may be completed in the **BBA** degree. Degree students must ensure that all other degree requirements have been met, including the requirements for declaring a minor. For students who are planning on completing this minor within their degree program, please check the BBA residency section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

The minor in Financial Management may not be combined with a major in Finance.

Core Lower-level requirements are covered in the BBA

Upper-level requirements: 15 credits

- BUS 349, BUS 433, BUS 434, BUS 435, BUS 449

| <b>Course</b> | <b>Title</b>                              | <b>Credits</b> |
|---------------|-------------------------------------------|----------------|
| BUS 433       | Investments                               | 3              |
| BUS 434       | Risk Management and Financial Engineering | 3              |
| BUS 435       | International Finance                     | 3              |
| BUS 449       | Financial Management II                   | 3              |

### **Operations Management / Management Information Systems ~~concentration~~Minor**

This sections specifies only the requirements for the Operations Management/Management Information Systems minor, which may be completed in the **BBA** degree. Degree students must ensure that all other degree requirements have been met, including the requirements for declaring a minor. For students who are planning on completing this minor within their degree program, please check the BBA residency section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

Core Lower-level requirements are covered in the BBA

Upper-level requirements: 15 credits

- ~~BUS 338,~~ BUS 350, BUS, 384, ~~BUS 404,~~ BUS 440, BUS 457

| Course  | Title                          | Credits |
|---------|--------------------------------|---------|
| BUS 338 | Accounting Information Systems | 3       |
| BUS 350 | Operations Management          | 3       |
| BUS 440 | Management Information Systems | 3       |
| BUS 457 | Project Management             | 3       |

### **Organizational Studies ~~concentration~~Minor**

The minor in Organizational Studies may not be combined with a major in Human Resource Management, unless four different courses are taken which are not being included in the Major.

This sections specifies only the requirements for the Organizational Studies minor, which may be completed in the BBA degree. Degree students must ensure that all other degree requirements have been met, including the requirements for declaring a minor. For students who are planning on completing this minor within their degree program, please check the BBA residency section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

Core Lower-level requirements are covered in the BBA

Upper-level requirements: 15 credits

- BUS 304, 4 upper-level Business electives from the following:
  - \* BUS 307, BUS 308, BUS 309, BUS 327, BUS 377, BUS 407, BUS 408, BUS 478, BUS 492, CRIM 417

### **Required course**

-

| Course  | Title                               | Credits |
|---------|-------------------------------------|---------|
| BUS 304 | Organization Theory and Application | 3       |

### **Electives: Any three of the following**

| Course  | Title                                          | Credits |
|---------|------------------------------------------------|---------|
| BUS 307 | Selected Topics in Organizational Behaviour    | 3       |
| BUS 308 | Selected Topics in Applied Organization Theory | 3       |

|                     |                                                          |              |
|---------------------|----------------------------------------------------------|--------------|
| <del>BUS 309</del>  | <del>Selected Topics in Human Resources Management</del> | <del>3</del> |
| <del>BUS 327</del>  | <del>Consumer Behaviour</del>                            | <del>3</del> |
| <del>BUS 377</del>  | <del>Management of Cooperatives</del>                    | <del>3</del> |
| <del>BUS 407</del>  | <del>Gender and Diversity Issues</del>                   | <del>3</del> |
| <del>BUS 408</del>  | <del>Teamwork in Organizations</del>                     | <del>3</del> |
| <del>BUS 478</del>  | <del>Work Spaces, Built Places</del>                     | <del>3</del> |
| <del>BUS 492</del>  | <del>Directed Studies</del>                              | <del>3</del> |
| <del>CRIM 417</del> | <del>Leadership in Groups and Organizations</del>        | <del>3</del> |

~~Note: Students may take **one** other UFV 3rd or 4th year course to be counted as one elective in the Organizational Studies concentrationminor. The course must be approved by the department as counting toward the completion of the concentrationminor prior to the student enrolling in the course.~~

~~OR~~

~~Students may take **one** course at another institution to be counted as one elective in the Organizational Studies concentrationminor. The course must be approved by the department as being eligible for transfer credit and as counting toward completion of the concentrationminor prior to the student enrolling in the course. Please contact the department for more details.~~

Course listings

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

### Accounting certificate

The Accounting certificate program is a comprehensive accounting program designed for mature students who wish to pursue a career as an accounting technician or in financial management. The program is designed to serve the special needs of students wishing to accelerate their progress towards the achievement of graduate membership in one of the professional societies. Specifically, the Accounting certificate will provide students with significant advance credit towards the Chartered Professional Accountants of Canada (CPA Canada). Students are advised to acquaint themselves with the transfer credit/course exemption policies of the accounting societies.

The program may be taken on a part-time basis over several years or on a full-time basis over three semesters. As enrolment is limited, early application is encouraged. The course workload of the full-time program is rigorous and demanding. Prospective students must be prepared to devote above-normal effort and time to their studies.

This commitment is considered essential for successful completion of the program. Professional bodies provide scholarships for students entering their programs. Details may be obtained from a School of Business program advisor or the Financial Aid and Awards office.

A [Bachelor of Business Administration — Accounting ~~option~~major](#) is also available.

### Entrance requirements

1. B.C. secondary school graduation, or equivalent.
2. Prerequisites for [STAT 106](#).
3. Prerequisites for [CMNS 125](#).
4. Completion of BUS 144 or BUS 145 or the equivalent (C+ or better).
5. Completion of BUS 160.
6. Completion of BUS 249 (formerly BUS 149, 162).

Note 1: Applicants with minor deficiencies may, at the discretion of the School of Business, be considered for conditional admission.

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

### When to apply

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

### How to apply

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

Additional documents required for a complete application:

- Official transcripts of all post-secondary institutions attended showing grade/course achievement as per program entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section for details.

The following must be included:

- a. Official transcript from high school
- b. B.C. English 12 with C+ or better or equivalent (see Note 2)
- c. Evidence of successful completion of the prerequisites for [STAT 106](#)
- d. B.C. secondary school graduation or equivalent

Note 1: Students making an early application must provide evidence of courses in progress as soon as available.

Note 2: English 12 equivalent courses include English 12 First Peoples, English Literature 12, AP English, and IB English A (standard level or higher level).

2. In April/May an orientation will be offered for all School of Business programs. Attendance at the orientation is mandatory.

3. Upon admission, 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.

4. Proof of completion of entrance requirements must be submitted by the date stated on your acceptance letter.

### Program re-entry

For re-entry to a School of Business program, GPA will be calculated based on the courses that will be used to fulfill the program requirements only (program GPA). Limitations on the number of courses retaken will apply.

### Basis for admission decision

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

### Professional programs

Students should choose electives appropriate for the professional program they intend to follow. Consult the program chair or respective professional program transfer guide.

All the professional programs have work-experience and grade requirements. In addition, these programs change from time to time so interested students should consult the respective professional society or association for up-to-date details.

#### Length and location

Students taking the program on a full-time basis usually complete it in three semesters. Part-time students may take up to seven years to complete the requirements. We recommend that people working full-time take no more than two courses per semester. All students may have to travel between campuses during their program. Most 300-level courses are offered only on the Abbotsford campus.

#### Residency requirements

At least 25% of the course work must be completed at UFV.

#### Transfer credits

#### Recognition of previously completed business courses

Former UFV business students who finished their studies more than 10 years ago and students who completed courses in other programs and/or at other post-secondary institutions prior to starting a UFV business program should contact the School of Business to determine whether any courses/credits can be recognized for or transferred to the desired UFV business program. Applicability of courses and/or transfer credits is determined on an individual student basis.

The following criteria are used:

- Relevance and suitability of the course to the program as determined by the School of Business
- Generally, courses taken more than 10 years ago will not be considered applicable; courses taken more recently may not be considered applicable if there has been significant change in the course subject matter since the course was taken.
- Courses taken at other institutions may not be used to meet the program residency requirements.

#### Transferring courses to other institutions and associations

Students intending to pursue commerce or business administration studies at another institution are advised to study those institutions' calendars carefully before enrolling in any UFV courses which have a BUS designation. Students should consult an educational advisor in Student Services or at the institution to which they intend to transfer, or refer to the Provincial Transfer Guide at [bctransferguide.ca](http://bctransferguide.ca) for transfer details.

A number of the School of Business's courses have transferability with the Chartered Professional Accountants of Canada (CPA Canada), allowing a student graduating with a BBA Accounting ~~option~~major to meet the prerequisite requirements (PREP) of the CPA program. A number of courses are also recognized by a variety of other professional accrediting associations such as CHRP (Certified Human Resource Professional).

Fees and additional costs

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

Textbooks and supplies cost approximately \$1,000–1,500 per year. Textbooks should be considered an investment and become part of your business library. You may be required to purchase one or more computer software packages. You should also consider purchasing or arranging access to an industry-compatible computer.

Academic performance requirements

Students must obtain a minimum grade point average of 2.0 (C average) or above in their final semester as well as cumulatively in order to be awarded the certificate.

Undergraduate continuance

Academic standing will be governed by UFV's [Undergraduate Continuance policy \(92\)](#). Students must have a 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 the University. Students on Academic Warning or Academic Probation are limited to registering in 10 credits.

The academic standing of all students covered under this policy for courses where letter grades are assigned will be determined at intervals of 9 credits at the start of a student's academic career and then at the end of every term after 27 credits have been completed. Students will be assessed after every term enrolled, but Academic Standing will only change at the intervals noted above. Students' academic standing will be permanently reflected on their student record and will appear on official and unofficial transcripts.

After each semester, students put on Academic Warning, Academic Probation, or Required to Withdraw status or who are continued on Warning or Probation will be notified by the Registrar.

Required to withdraw

Students who have been Required to Withdraw from UFV under the [Undergraduate Continuance policy \(92\)](#) are subject to readmission and continuance requirements as listed in the UFV academic calendar. Students are normally only readmitted once to the same program.

Program outline

## Core courses

| <b>Course</b> | <b>Title</b>                            | <b>Credits</b> |
|---------------|-----------------------------------------|----------------|
| BUS 247       | Management Accounting I                 | 3              |
| BUS 261       | Business Law                            | 3              |
| BUS 343       | Intermediate Accounting I               | 3              |
| BUS 344       | Intermediate Accounting II              | 3              |
| BUS 345       | Income Tax I                            | 3              |
| BUS 347       | Auditing                                | 3              |
| BUS 348       | Management Accounting II                | 3              |
| BUS 349       | Financial Management I                  | 3              |
| ECON 100      | Principles of Microeconomics            | 3              |
| CMNS 125      | Introduction to Workplace Communication | 3              |
| STAT 106      | Statistics I                            | 4              |

**Plus:**

One Upper-level BUS elective (selected from electives list below)

## Electives (choose one)

| <b>Course</b>        | <b>Title</b>                                        | <b>Credits</b> |
|----------------------|-----------------------------------------------------|----------------|
| BUS 226/<br>ECON 226 | Economic and Business Statistics (formerly BUS 301) | 4              |
| BUS 338              | Accounting Information Systems                      | 3              |
| BUS 346              | Income Tax II                                       | 3              |
| BUS 439              | Advanced Financial Accounting                       | 3              |
| BUS 440              | Management Information Systems                      | 3              |
| BUS 449              | Financial Management II                             | 3              |

## Course listings

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

### Marketing and Sales certificate

The Marketing and Sales certificate is a part-time program designed for high school graduates interested in marketing and sales as a career. The program provides additional development for those already working in this field, and a solid educational background for those currently in other fields but planning a career in marketing and sales.

### Entrance requirements

1. B.C. secondary school graduation, or equivalent.
2. Prerequisites for [MATH 140](#).
3. Prerequisites for [CMNS 125](#).

Note: Students intending to register for CMNS 125, BUS 160, BUS 203, or CIS 110 should refer to prerequisite information listed in the [course descriptions](#).

Students lacking recent preparation are advised to consult with the department about entrance requirement equivalencies.

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

### When to apply

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

### How to apply

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

Additional documents required for a complete application:

- Official transcripts of all post-secondary institutions attended showing grade/course achievement as per program entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section for details.

The following must be included:

- a. Official transcript from high school
- b. B.C. English 12 with C+ or better or equivalent (see Note 2)
- c. Evidence of successful completion of the prerequisites for [MATH 140](#)
- d. B.C. secondary school graduation or equivalent

Note 1: Students making an early application must provide evidence of courses in progress as soon as available.

Note 2: English 12 equivalent courses include English 12 First Peoples, English Literature 12, AP English, and IB English A (standard level or higher level).

2. In April/May an orientation will be offered for all School of Business programs. Attendance at the orientation is mandatory.

3. Upon admission, students 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.

4. In cases where interim transcripts are submitted, an admission decision may be made conditional upon completion of academic requirements. Proof of completion of entrance requirements must be submitted by the date stated on your acceptance letter.

#### Program re-entry

For re-entry to a School of Business program, GPA will be calculated based on the courses that will be used to fulfill the program requirements only (program GPA). Limitations on the number of courses retaken will apply.

#### Basis for admission decision

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

#### Length and location

Students may take up to seven years to complete the requirements (full-time study to complete the program in one year is not possible). We recommend that people working full-time take no more than two courses per semester. All students should expect to travel between campuses during their program. Once you have completed the requirements, you may apply to the Office of the Registrar for the certificate.

#### Residency requirements

At least 25% of the course work must be completed at UFV.

#### Transfer credits

#### Recognition of previously completed business courses

Former UFV business students who finished their studies more than 10 years ago and students who completed courses in other programs and/or at other post-secondary institutions prior to starting a UFV business program should contact the School of Business to determine whether

any courses/credits can be recognized for or transferred to the desired UFV business program. Applicability of courses and/or transfer credits is determined on an individual student basis.

The following criteria are used:

- Relevance and suitability of the course to the program as determined by the Business Administration department
- Generally, courses taken more than 10 years ago will not be considered applicable; courses taken more recently may not be considered applicable if there has been significant change in the course subject matter since the course was taken.
- Courses taken at other institutions may not be used to meet the program residency requirements.

Transferring courses to other institutions and associations

Students intending to pursue commerce or business administration studies at another institution are advised to study those institutions' calendars carefully before enrolling in any UFV courses which have a BUS designation. Students should consult an educational advisor in Student Services or at the institution to which they intend to transfer, or refer to the Provincial Transfer Guide at [bctransferguide.ca](http://bctransferguide.ca) for transfer details.

A number of the School of Business's courses have transferability with the Chartered Professional Accountants of Canada (CPA Canada), allowing a student graduating with a BBA Accounting ~~option~~major to meet the prerequisite requirements (PREP) of the CPA program. A number of courses are also recognized by a variety of other professional accrediting associations such as CHRP (Certified Human Resource Professional).

Fees and additional costs

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

Textbooks and supplies cost approximately \$1,000–1,500 per year. Textbooks should be considered an investment and become part of your business library. You may be required to purchase one or more computer software packages.

Academic performance requirements

Students must obtain a minimum grade point average of 2.0 (C average) or above in their final semester as well as cumulatively in order to be awarded the certificate.

Undergraduate continuance

Academic standing will be governed by UFV's [Undergraduate Continuance policy \(92\)](#). Students must have a 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 the University. Students on Academic Warning or Academic Probation are limited to registering in 10 credits.

The academic standing of all students covered under this policy for courses where letter grades are assigned will be determined at intervals of 9 credits at the start of a student's academic career and then at the end of every term after 27 credits have been completed. Students will be assessed after every term enrolled, but Academic Standing will only change at the intervals noted above. Students' academic standing will be permanently reflected on their student record and will appear on official and unofficial transcripts.

After each semester, students put on Academic Warning, Academic Probation, or Required to Withdraw status or who are continued on Warning or Probation will be notified by the Registrar.

Required to withdraw

Students who have been Required to Withdraw from UFV under the [Undergraduate Continuance policy \(92\)](#) are subject to readmission and continuance requirements as listed in the UFV academic calendar. Students are normally only readmitted once to the same program.

Program re-entry

For re-entry to a School of Business program, GPA will be calculated based on the courses that will be used to fulfill the program requirements only (program GPA). Limitations on the number of courses retaken will apply.

Program outline

Core courses

| <b>Course</b>       | <b>Title</b>                                  | <b>Credits</b> |
|---------------------|-----------------------------------------------|----------------|
| MATH 140            | Algebra and Functions for Business (see Note) | 3              |
| BUS 120             | Essentials of Marketing                       | 3              |
| BUS 160/<br>CIS 110 | Computerized Business Applications            | 3              |
| BUS 203             | Organizational Behaviour                      | 3              |
| BUS 221             | Professional Selling                          | 3              |
| BUS 323             | Introduction to Advertising                   | 3              |
| BUS 328             | Retail Management                             | 3              |
| CMNS 125            | Introduction to Workplace Communication       | 3              |
| CMNS 235            | Oral Communication                            | 3              |

Note: Students with MATH 140 or equivalent may take a business or general elective in lieu of MATH 140. Students planning to transfer their credits to the BBA should take MATH 141.

**Electives**

Three BUS electives, two of which must come from the courses below:

| <b>Course</b> | <b>Title</b>              | <b>Credits</b> |
|---------------|---------------------------|----------------|
| BUS 143       | Accounting I              | 3              |
| BUS 201       | Human Resource Management | 3              |
| BUS 202       | Contemporary Management   | 3              |
| BUS 227       | New Business Development  | 3              |
| BUS 261       | Business Law              | 3              |

**Course listings**

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

### Administration certificate

The Administration certificate program is offered as a part-time program which consists of two sections. In the core section you will complete six courses which provide a general background in the fundamentals of administration. The elective section allows you a choice of Business Administration courses depending on your interests or requirements, including public/municipal administration courses when available through other institutions or by correspondence.

### Entrance requirements

1. B.C. secondary school graduation, or equivalent.
2. Prerequisites for [MATH 140](#).
3. Prerequisites for [CMNS 125](#).
4. One full year of full-time work experience after high school.

Note 1: Students intending to register for CMNS 125 and BUS 160 should refer to prerequisite information listed in the [course descriptions](#) section.

Students lacking recent preparation are advised to consult with the School of Business about entrance requirement equivalencies.

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

### When to apply

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

### How to apply

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

Additional documents required for a complete application:

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

The following must be included:

- a. Official transcript (or interim transcript) from high school
- b. B.C. English 12 with C+ or better or equivalent (see Note 2)

c. Evidence of successful completion of the prerequisites for [MATH 140](#)

d. B.C. secondary school graduation or equivalent

Note 1: Students making an early application must provide evidence of courses in progress as soon as available.

Note 2: English 12 equivalent courses include English 12 First Peoples, English Literature 12, AP English, and IB English A (standard level or higher level).

Admission to program

2. In April/May an orientation will be offered for all School of Business programs. Attendance at the orientation is mandatory.

3. Students 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.

4. In cases where interim transcripts are submitted, an admission decision may be made conditional upon completion of academic requirements. Proof of completion of entrance requirements must be submitted by the date stated on your acceptance letter.

Program re-entry

For re-entry to a School of Business program, GPA will be calculated based on the courses that will be used to fulfill the program requirements only (program GPA). Limitations on the number of courses retaken will apply.

Basis for admission decision

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

Length and location

Students may take up to seven years to complete the requirements for this certificate program (full-time study to complete the program in one year is not possible). We recommend that people working full-time take no more than two courses per semester. All students should expect to travel between campuses during their program.

Residency requirements

At least 25% of the course work must be completed at UFV.

Transfer credits

### Recognition of previously completed business courses

Former UFV business students who finished their studies more than 10 years ago and students who completed courses in other programs and/or at other post-secondary institutions prior to starting a UFV business program should contact the School of Business to determine whether any courses/credits can be recognized for or transferred to the desired UFV business program. Applicability of courses and/or transfer credits is determined on an individual student basis.

The following criteria are used:

- Relevance and suitability of the course to the program as determined by the School of Business
- Generally, courses taken more than 10 years ago will not be considered applicable; courses taken more recently may not be considered applicable if there has been significant change in the course subject matter since the course was taken.
- Courses taken at other institutions may not be used to meet the program residency requirements.

### Transferring courses to other institutions and associations

Students intending to pursue commerce or business administration studies at another institution are advised to study those institutions' calendars carefully before enrolling in any UFV courses which have a BUS designation. Students should consult an educational advisor in Student Services or at the institution to which they intend to transfer, or refer to the Provincial Transfer Guide at [bctransferguide.ca](http://bctransferguide.ca) for transfer details.

A number of the School of Business's courses have transferability with the Chartered Professional Accountants of Canada (CPA Canada), allowing a student graduating with a BBA Accounting ~~option~~major to meet the prerequisite requirements (PREP) of the CPA program. A number of courses are also recognized by a variety of other professional accrediting associations such as CHRP (Certified Human Resource Professional).

### Fees and additional costs

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

Textbooks and supplies cost approximately \$1,000-1,500 per year. Textbooks should be considered an investment and become part of your business library. You may be required to purchase one or more computer software packages. You should also consider purchasing or arranging access to an industry-compatible computer.

### Academic performance requirements

Students must obtain a minimum grade point average of 2.0 (C average) or above in their final semester as well as cumulatively in order to be awarded the certificate.

### Undergraduate continuance

Academic standing will be governed by UFV's [Undergraduate Continuance policy \(92\)](#). Students must have a 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 the University. Students on Academic Warning or Academic Probation are limited to registering in 10 credits.

The academic standing of all students covered under this policy for courses where letter grades are assigned will be determined at intervals of 9 credits at the start of a student's academic career and then at the end of every term after 27 credits have been completed. Students will be assessed after every term enrolled, but Academic Standing will only change at the intervals noted above. Students' academic standing will be permanently reflected on their student record and will appear on official and unofficial transcripts.

After each semester, students put on Academic Warning, Academic Probation, or Required to Withdraw status or who are continued on Warning or Probation will be notified by the Registrar.

Required to withdraw

Students who have been Required to Withdraw from UFV under the [Undergraduate Continuance policy \(92\)](#) are subject to readmission and continuance requirements as listed in the UFV academic calendar. Students are normally only readmitted once to the same program.

Program outline

Core courses

| <b>Course</b>      | <b>Title</b>                                  | <b>Credits</b> |
|--------------------|-----------------------------------------------|----------------|
| MATH 140           | Algebra and Functions for Business (see Note) | 3              |
| BUS 100            | Introduction to Business                      | 3              |
| BUS 143            | Accounting I                                  | 3              |
| BUS 160            | Computerized Business Applications            | 3              |
| BUS 261            | Business Law                                  | 3              |
| CMNS 125           | Introduction to Workplace Communication       | 3              |
| ECON 100           | Principles of Microeconomics                  | 3              |
| <b>or</b> ECON 101 | Principles of Macroeconomics                  | 3              |

Note: Students with MATH 140 or equivalent may take a business or general elective in lieu of MATH 140. Students planning to transfer their credits to the BBA should take MATH 141.

Elective courses

Five other business courses for which the student meets the prerequisite requirements. CMNS 235 (Oral Communications), is a recommended elective. Courses in areas other than business may be considered electives at the discretion of the School of Business.

Course listings

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

**Memo for Course Changes**

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

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

Date: December 4, 2015

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

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

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

2. Rationale for change:

SOWK 380 is a required course for students in the Bachelor of Global Development Studies program, but students do not meet the program pre-requisite. Instructors are able to waive the SOWK 311 pre-requisite for these students, but not the program requirement.

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

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

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

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

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

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

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

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



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|-------------------------------------------------|----|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> SOWK 380                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Social Work and Community Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Social Work & Community Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> School of Social Work & Human Services                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><p>This course will focus on the role of social workers working collaboratively with local communities to facilitate community development. Beginning with an understanding of community and social change, students will develop the skills to engage diverse communities in processes of community change and capacity-building. Students will also acquire a variety of theoretical perspectives on community development and building local capacity. Fundamental to community development process is pursuing the democratic redistribution of power and resources. In constructing an anti-oppressive approach to community practice, students will be encouraged to examine the impact of race, class, gender, and sexual orientation on community dynamics and processes.</p> |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | SOWK 311.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>SSSW 380</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="#">bctransferguide.ca</a> . |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: center;">30</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours: Student directed learning:</td><td style="text-align: center;">15</td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: center;"><b>45</b></td></tr> </table>                                                                                      |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 30 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: Student directed learning: | 15 | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours: Student directed learning:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Maximum enrolment (for information only):</b> 30<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Once per year                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> John Hogg                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b> December 4, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> December 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of posting:</b> January 22, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Tracy Ryder-Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> December 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> February 26, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                 |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**SOWK 380**

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

**Page 2 of 2**

**Learning Outcomes**

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

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

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

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

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

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

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

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

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

|    | Author (surname, initials) | Title (article, book, journal, etc.)    | Current ed.              | Publisher                                   | Year |
|----|----------------------------|-----------------------------------------|--------------------------|---------------------------------------------|------|
| 1. | Brown, J. D. & Hannis D.   | <i>Community development in Canada.</i> | <input type="checkbox"/> | Toronto: Pearson.                           | 2008 |
| 2. | Born, P. (Ed.).            | <i>Creating vibrant communities.</i>    | <input type="checkbox"/> | Toronto: BPS Books.                         | 2008 |
| 3. | Harding, R. (Ed.).         | <i>SOWK 380 Coursepack.</i>             | <input type="checkbox"/> | Abbotsford: University of the Fraser Valley | 2011 |
| 4. |                            |                                         | <input type="checkbox"/> |                                             |      |
| 5. |                            |                                         | <input type="checkbox"/> |                                             |      |

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

**Typical Evaluation Methods and Weighting**

|                |     |                           |     |                    |     |            |      |
|----------------|-----|---------------------------|-----|--------------------|-----|------------|------|
| Final exam:    | 30% | Assignments:              | %   | Midterm exam:      | 25% | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:                 | %   | Field experience:  | %   | Shop work: | %    |
| Group Project  | 25% | Project Evaluation Report | 10% | Group Presentation | 10% | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

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

**Memo for Program Changes**

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

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

Date: December 4, 2015

**Subject: Community Support Worker Certificate****1. Summary of changes (select all the apply):**

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

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

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

**3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: No change.****4. What consideration has been given to indigenizing the curriculum?**

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

**5. Will additional resources be required? If so, how will these costs be covered? No.****6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?**

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

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

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

### Calendar Copy

**1. Faculty and department of program**

School of Social Work & Human Services

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

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

**3. Program title/credential**

Community Support Worker certificate

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

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

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

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

**6. Entrance requirements**

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

**Entrance requirements**

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

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

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

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

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

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

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

**8. How to apply**

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

Additional documents required for a complete application:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

See the [Fees and Other Costs](#) section for regular course fees. Courses numbered HSER 190, 192, 195, and 196 are offered on a cost-recovery basis with higher tuition fees. Textbooks and additional supplies will cost approximately \$150 per course.

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

**Academic regulations**

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

**Practicum regulations**

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

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

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

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

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

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

**Laddering to a Social Services diploma**

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

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

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

N/A

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

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

**Semester II**

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

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

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

N/A

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

**a. Continuance and probation**

Standard policies.

**b. Course repetition**

Standard policies.

**c. Readmission**

Standard policies.

**d. Residency**

Standard policies.

**e. Graduation requirements**

Standard policies.

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

Standard policies.



## MEMO

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TO: Jacqueline Nolte, Chair, College of Arts Council

FROM: Sven van de Wetering, Chair, College of Arts Curriculum Committee

DATE: December 11, 2015

RE: Revisions to the Bachelor of Arts Degree

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Revisions to the Bachelor of Arts Degree were recommended by BAPC at the December 4, 2015 meeting, and were presented to the College of Arts Curriculum Committee on December 11, 2015 for recommendation to College of Arts Council.

Members of CACC discussed the proposal, and are highly supportive and enthusiastic about the curriculum that has been developed. However, there were significant reservations amongst the committee in regards to passing the revised BA with an embedded language requirement. CACC was largely in agreement that the inclusion of such a requirement does a disservice to the degree and its students from both a pedagogical and curricular perspective. A majority of committee members felt the program was strong and serviceable without the addition of a language requirement. One particular reservation concerned the fact that the language requirement was essentially a grade 11 course, which leads to the anomalous situation of a high school course being a university graduation requirement. There was also concern that adding this requirement further complicates an already fairly complicated program.

The College of Arts Curriculum Committee voted to recommend the revised BA to CAC as presented, with the caveat that their concerns surrounding the inclusion of a language requirement be noted.



## MEMO

To: CACC  
From: Alisa Webb, BAPC Chair  
Date: 23/02/2016  
Re: BA Proposal

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Please be advised that BAPC voted to recommend approval of the revised BA proposal, as presented and attached, at its December 4, 2015 meeting.

The BAPC is satisfied that all issues and feedback have been addressed by the BA Task Force.

# BA Task Force response to feedback received fall 2015

The BA Task Force would like to thank everyone for engaging in the discussion around the latest draft of the new BA proposal. Much of the feedback we received was very positive. Various commentators stated that the new BA was simple and clear, that it does not bog students down in excessive requirements, and that the shifts made are relevant to student needs. Others appreciate the range of options by which students could meet requirements, particularly the non-course options for civic and intercultural engagement. Many noted, too, that they feel the ePortfolio will greatly enhance student learning and engagement.

The BATF also received a number of suggestions as the BA proposal made its way through BAPC, CACC, Arts Heads, CAC, and departments. The following is the BATF response to specific feedback received regarding action items or issues to consider.

| Action/Consideration Requested                                                               | Response/Action Taken                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Update the ARTS 101 list on page 9 and use the more exciting language from page 10, bullet 3 | Done                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Define “application of learning” on page 12 re: intercultural engagement                     | Changed to: “Course must require students to actively apply what they have learned about intercultural engagement”<br><br>The goal of the BATF is to see students learn about intercultural engagement and apply the lessons they learn. Any course vetted for this would need to meet this requirement. Examples include intercultural conversation groups, participation in intercultural events, work or an internship within a culture that is different from one’s own, etc.                                                                                                                                                                                                                                           |
| Clean up page 4 – confusing                                                                  | Done                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Remove “0-8” credits on personal and social responsibility – confusing                       | Done                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Consider the ramifications of scientific literacy vs lab science – loss of active learning?  | The BATF argues in response that the issue is one of pedagogy; students do not need a lab in order to engage in active learning. The goal in moving to scientific literacy is to ensure that scientific learning is seen as relevant in students’ lives. The outcomes clearly articulate this.<br><br>At the same time, we have added a learning outcome to the list which embeds typical language re: learning in science. Students must be able to articulate the role of observation and experimentation in the development of scientific theories. The easiest way for students to learn this is through engaging in some kind of observation or experimentation; again, this does not have to take place within a lab. |
| Ensure that vetted courses are reviewed regularly                                            | At present, all courses are supposed to go through a review every 6 years. We propose that when courses go through their regular review cycle that they also be re-vetted by BAPC.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

|                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ensure a process to review the BA</b>                        | The BA will be reviewed on the same cycle as other program reviews: every 5-7 years.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Indigenize ARTS 101</b>                                      | This will be done in consultation with Shirley Hardman.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Re-consider requiring transfer students to take ARTS 101</b> | <p>The BATF discussed this at length, both in our initial discussions about the ePortfolio structure and in response to this round of feedback. We entertained various ideas, but arrived at the same conclusion: students need ARTS 101 in order to be successful in setting up their portfolios and in order to be successful reflecting on their learning and integrating their learning experiences.</p> <p>In some ways, this will be even more challenging for transfer students. UFV BA students who complete the course in their first 30 credits (as required), will have fewer learning experiences upon which to reflect and integrate. Those coming in with upwards of 60 credits will need direction on how to start their ePortfolio and manage all of their learning to date.</p> <p>In addition, research done by Tosh, Light, Fleming, and Haywood (2005) notes 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. Therefore, the BA Task Force argues that the learning in ARTS 101 is vital if students are to be successful.<br/> <a href="http://cilt.csi.ualberta.ca/index.php/cilt/article/view/97/91">http://cilt.csi.ualberta.ca/index.php/cilt/article/view/97/91</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Do ePortfolios work?</b>                                     | <p>At the CAC, Alisa presented information from 2 studies on the effectiveness of ePortfolios. Here are some resources should you wish to read more about ePortfolios and their effects on retention and student success:</p> <p><a href="http://www.theijep.com/pdf/IJEP127.pdf">http://www.theijep.com/pdf/IJEP127.pdf</a></p> <p><a href="http://chronicle.com/blogs/wiredcampus/electronic-portfolios-a-path-to-the-future-of-learning/4582">http://chronicle.com/blogs/wiredcampus/electronic-portfolios-a-path-to-the-future-of-learning/4582</a></p> <p><a href="https://uwaterloo.ca/centre-for-teaching-excellence/resources/integrative-learning/eportfolios">https://uwaterloo.ca/centre-for-teaching-excellence/resources/integrative-learning/eportfolios</a></p> <p><a href="https://net.educause.edu/ir/library/pdf/eli3003.pdf">https://net.educause.edu/ir/library/pdf/eli3003.pdf</a></p> <p><a href="http://www.webarchive.org.uk/wayback/archive/20140615090512/http://www.jisc.ac.uk/media/documents/publications/effectivepracticeeportfolios.pdf">http://www.webarchive.org.uk/wayback/archive/20140615090512/http://www.jisc.ac.uk/media/documents/publications/effectivepracticeeportfolios.pdf</a></p> <p><a href="http://chronicle.com/article/Making-Transcripts-More-Than/231595/">http://chronicle.com/article/Making-Transcripts-More-Than/231595/</a></p> <p><a href="http://www.heqco.ca/SiteCollectionDocuments/e-Portfolios%20ENG.pdf">http://www.heqco.ca/SiteCollectionDocuments/e-Portfolios%20ENG.pdf</a></p> <p><a href="http://www.universityaffairs.ca/features/feature-article/tracking-the-learning-journey-through-e-portfolios/">http://www.universityaffairs.ca/features/feature-article/tracking-the-learning-journey-through-e-portfolios/</a></p> |

|                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Who paid for the ePortfolio software and why weren't we consulted?</b>                                      | The ePortfolio plug in for Blackboard was purchased by Teaching and Learning. Given resources at UFV, they determined this was the best product to meet our needs. It will be available for all UFV students. Arts does not have to pay for licensing or use.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Consider requiring students to complete scientific literacy and quantitative literacy earlier in degree</b> | <p>Done – the BATF reviewed all current quantitative requirements in the Social Sciences and determined that all those with quantitative requirements scaffold from the lower-level to the upper-level, often requiring one of STAT 104, 106, or PSYC 110 prior to an upper-level quantitative course. Therefore, students would not be disadvantaged if we stated that the requirement must be completed in the first 60 credits.</p> <p>Advising also notes that students are more successful if they complete scientific and quantitative literacy courses earlier in their degree as most are still familiar with basic concepts and ideas stemming from high school learning.</p> <p>The BATF has moved both requirements to the pre-60 credit category. This firmly places them within “foundational learning” now, whereas simply requiring them before completion did not.</p>                                                                                                                                                                                                                                                                       |
| <b>Consider requiring a computing languages or technology course</b>                                           | <p>The BATF reviewed this request and thinks that, regarding technology, students would be better served if technology was more fully integrated across the degree.</p> <p>As for computing languages, while we can appreciate that this specialized knowledge might give an edge to Arts students, one foundational course would be insufficient to be meaningful in terms of job applications. Plus, students in the BA would have very few opportunities to build on this learning through their chosen majors, extended minors, or minors. The learning, finally, is also not foundational to student success in the BA.</p> <p>Further, Arts is working to emphasize the transferable skills that it offers. Numerous employer surveys note that the very skills proposed in the revised BA are those that their new employees are missing. They argue that they can teach employees code or how to program, for example, but they cannot teach them how to write or communicate well, nor how to synthesize and integrate learning.</p> <p>If such learning is important to particular majors, then it should be embedded within those structures.</p> |
| <b>Consider requiring a second language</b>                                                                    | <p>The BATF reviewed this request and engaged in extensive consultation with MOLA and received further feedback from CAC and BAPC. In addition, it reviewed language requirements at other post-secondary institutions and a number of articles on the topic. It also received extensive data from UFV Finance and IR.</p> <p>The BATF recommends adding a second language competency requirement to the BA equivalent to grade 11. This will ensure that all BA graduates have some competency related to second language learning,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

enhancing their ability to be global citizens. Language re: exemptions and meeting the requirement are embedded in the revised proposal.

A grade 11 equivalency also works within UFV's context as an access institution. Rather than making a grade 11 language an entrance requirement, the requirement for that level of competency has been embedded in the BA to allow those students who did not continue their language studies in high school to do so in university (instead of barring their entrance to the BA).

The BATF does not support adding a language requirement equivalent to grade 12; the College of Arts does not have the resources for such a requirement and such an equivalency would require some students to complete 3 credits, while others would have to complete 6 credits. By putting forth grade 11 equivalency, students would need to take only one 100-level course (any 101) to meet the requirement if they had not completed a language 11 course or if they could not meet the requirement through the additional avenues. Additionally, the BATF does not want to see Arts students required to complete more than 1 language course; if there was appetite to add further requirements to the revised BA, we would make the argument for requirements in other areas not currently addressed by the BA, such as creative thinking or team work.

MOLA had asked that a language requirement be met within 0-60 credits. Given the demands already placed on students in those first 60 credits, we argue that students should be able to complete this requirement at any time in the degree. The requirement is important for global citizenship, but not necessary for success in the BA.

MOLA has proposed, as part of a grade 11 equivalent competency, that FREN 100 and FREN 101 be merged to ensure parity across language offerings. The BATF recommendation is based in part on this being done in advance of the implementation of the new BA Fall 2017.

The BATF has been informed by Finance, IR, and the Dean of Arts that this recommendation likely affects budget. We understand that the Dean is working with MOLA to ensure that the language requirement can be met within MOLA's current budget/resources.

**Grade 11 Language Competency in the Revised BA: Moving Past “Grade 11”**

Prepared by Alisa Webb

The following is a considered response to concerns raised at CACC and by others in relation to the “grade 11” equivalency embedded in the proposed BA related to language competency. While many have spoken in support of language being an important and required part of the a revised UFV BA, some have questioned the rationality of embedding a “high school” or “grade 11” course in the BA. Importantly, “grade 11” is used here as a benchmark upon which to consider outcomes and competency. The specific nature of high school language requirements needs to be considered, as does alignment of BC Curriculum learning outcomes with UFV introductory language courses.

**1. Language 11 is not a core component of the BC Curriculum.**

Students in BC are only required to take Core French through Grade 9. After this point, language learning is entirely optional. This differs significantly, then, from things like English 11 or Social Studies 11 – both of which are required courses for graduation.

**2. Language 11 outcomes are rigorous and align with UFV 100-level MOLA courses.**

I chose 4 Grade 11 language courses currently on offer in the Fraser Valley: Core French 11 (pre-req is French 10), Intro Japanese 11 (no pre-req), Core Spanish 11 (pre-req is Spanish 10), and Intro Spanish 11 (no pre-req).

| Language                                                               | Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Core French 11</b><br><br><b>UFV Equivalent:</b><br><b>FREN 100</b> | <b>Communicating</b> <ul style="list-style-type: none"> <li>• discuss plans related to common activities</li> <li>• exchange opinions on topics of interest, giving reasons and reactions</li> <li>• describe or narrate events, situations, or experiences</li> <li>• use a range of vocabulary and expressions in past, present, and future</li> <li>• interact in a variety of meaningful, real-life situations</li> </ul> <b>Acquiring Information</b> <ul style="list-style-type: none"> <li>• retrieve, research, and use relevant information from French-language resources to complete authentic tasks</li> <li>• summarize acquired information in oral, visual, and written forms</li> </ul> <b>Experiencing Creative Works</b> <ul style="list-style-type: none"> <li>• compare, contrast, and respond to authentic creative works from the Francophone world</li> </ul> <b>Understanding Cultural Influences</b> <ul style="list-style-type: none"> <li>• identify the contributions of Francophones to Canada and the world</li> <li>• demonstrate an understanding of similarities and differences between Francophone cultures and their own</li> <li>• use language, expressions, and behaviours to suit cultural context</li> </ul> |
| <b>Intro Japanese 11</b>                                               | <b>Communicating</b> <ul style="list-style-type: none"> <li>• introduce themselves and family members using appropriate relationship terms</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>UFV Equivalent:<br/>JAPN 101</b>                                                   | <ul style="list-style-type: none"> <li>• describe events and experiences in logical progression</li> <li>• communicate needs, desires, and emotions appropriately</li> <li>• exchange information orally and in writing using hiragana and katakana</li> <li>• participate in classroom activities using progressively more complex Japanese</li> <li>• participate in a variety of familiar situations drawn from real life</li> </ul> <p><b>Acquiring Information</b></p> <ul style="list-style-type: none"> <li>• locate, process, and adapt information from age-appropriate Japanese-language resources to complete authentic tasks</li> <li>• convey acquired information in oral and visual forms, and in writing using hiragana and katakana</li> </ul> <p><b>Experiencing Creative Works</b></p> <ul style="list-style-type: none"> <li>• view, listen to, and to some extent read creative works, and respond to them in various ways</li> </ul> <p><b>Understanding Culture and Society</b></p> <ul style="list-style-type: none"> <li>• demonstrate knowledge of basic concepts and terms that characterize Japanese culture and society</li> <li>• compare Japanese culture with their own and other cultures</li> <li>• demonstrate understanding of Japanese contributions to Canada</li> <li>• discuss how cultural perceptions affect language and customs</li> <li>• identify cultural content in Japanese-language resources</li> </ul> |
| <b>Core Spanish 11</b><br><br><b>UFV Equivalent:<br/>Between SPAN<br/>101 and 102</b> | <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• explain how to do everyday activities or procedures</li> <li>• exchange opinions on topics of interest, giving reasons and reactions</li> <li>• describe or narrate events, situations, and experiences</li> <li>• use a range of vocabulary and expressions in past, present, and future</li> <li>• interact in a variety of meaningful, real-life situations</li> </ul> <p><b>Acquiring Information</b></p> <ul style="list-style-type: none"> <li>• retrieve, research, and use relevant information from Spanish-language resources to complete meaningful tasks</li> <li>• summarize acquired information in oral, visual, and written forms</li> </ul> <p><b>Experiencing Creative Works</b></p> <ul style="list-style-type: none"> <li>• compare, contrast, and respond to authentic creative works from the Hispanic world</li> </ul> <p><b>Understanding Cultural Influences</b></p> <ul style="list-style-type: none"> <li>• identify contemporary issues in the Hispanic world</li> <li>• demonstrate an understanding of similarities and differences among Hispanic cultures</li> <li>• identify and compare language, expressions, and behaviours that reflect cultural context</li> </ul>                                                                                                                                                                              |
| <b>Intro Spanish 11</b>                                                               | <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• ask for information, permission, and clarification and respond accordingly</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>UFV Equivalent:<br/>SPAN 101</b> | <ul style="list-style-type: none"> <li>• recognize and use greetings, expressions of politeness, and formal and informal forms of address</li> <li>• seek information and make suggestions about everyday activities</li> <li>• communicate likes, dislikes, desires, and emotions, giving simple reasons</li> <li>• describe and exchange information about activities, people, places, and things</li> <li>• communicate in past, present, and future</li> <li>• participate in a variety of meaningful, real-life situations</li> <li>• derive meaning in new language situations</li> </ul> <p><b>Acquiring Information</b></p> <ul style="list-style-type: none"> <li>• extract, retrieve, and process information from Spanish-language resources to complete meaningful tasks</li> <li>• explain acquired information in oral, visual, and simple written forms</li> </ul> <p><b>Experiencing Creative Works</b></p> <ul style="list-style-type: none"> <li>• reflect on, discuss, and respond to authentic creative works from the Hispanic world</li> </ul> <p><b>Understanding Cultural Influences</b></p> <ul style="list-style-type: none"> <li>• identify the contributions of Hispanic people to the world</li> <li>• identify and compare their own customs to those of Hispanic cultures</li> <li>• describe ways in which the Spanish language has influenced other languages</li> </ul> |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**3. The BATF used “grade 11” as a benchmark upon which to consider competency levels.**

Because BC high-school students are not required to complete a language 11 course and because language 11 courses are rigorous and align with UFV introductory language courses, we have used the “grade 11” language to define a competency benchmark. Students who have demonstrated competency which aligns with the learning outcomes associated with, for example, Grade 11 French, Grade 11 Spanish, Grade 11 Japanese, UFV FREN 100, UFV JAPN 101, or UFV SPAN 101, are deemed to have met competency and are therefore not required to complete further language courses.

# **A New BA for UFV**



**Prepared by the  
BA Task Force  
Fall 2015**

## Bachelor of Arts Overview and Future Directions

The changes outlined in this document reflect stage one of the shift towards a more integrative BA which offers greater opportunities for students to integrate their learning across disciplines and across facets of their lives. In the first stage of change, students will focus on newly-defined foundational skills meant to provide grounding in skills core to the BA and to active and engaged citizenship. Students will also complete ePortfolios which require them to reflect on their learning related to the UFV Institutional Learning Outcomes, as well as the ways that their learning crosses the boundaries between disciplines, between school and work, and between UFV and community.

Once these changes have been implemented and a greater culture of cross-disciplinary discussion and engagement occurs, the goal is to move to stage two. In stage two, students would be given more opportunities to engage in big questions and problem solving in interdisciplinary courses and/or learning communities. This might mean adding “Big Question” courses in which students define their own foci and explore these questions across disciplines. It could mean pairing more courses: linking courses in two disciplines so that students think about a central theme or topic from two disciplinary perspectives. Another suggestion is to see the revival of ARTS 100, perhaps with a different framework, to facilitate this kind of integrative learning. For the time being, though, stage one proposed changes start moving us in this direction.

The following proposal has been through one round of consultation. The BA Task Force received feedback from the BA Program Committee and from Arts Heads (some of which was informed by departmental feedback). Based on suggestions received, the task force returned to biweekly meetings and arrived at a revised plan.

We look forward to hearing your thoughts on the revised proposal.

The BA Task Force

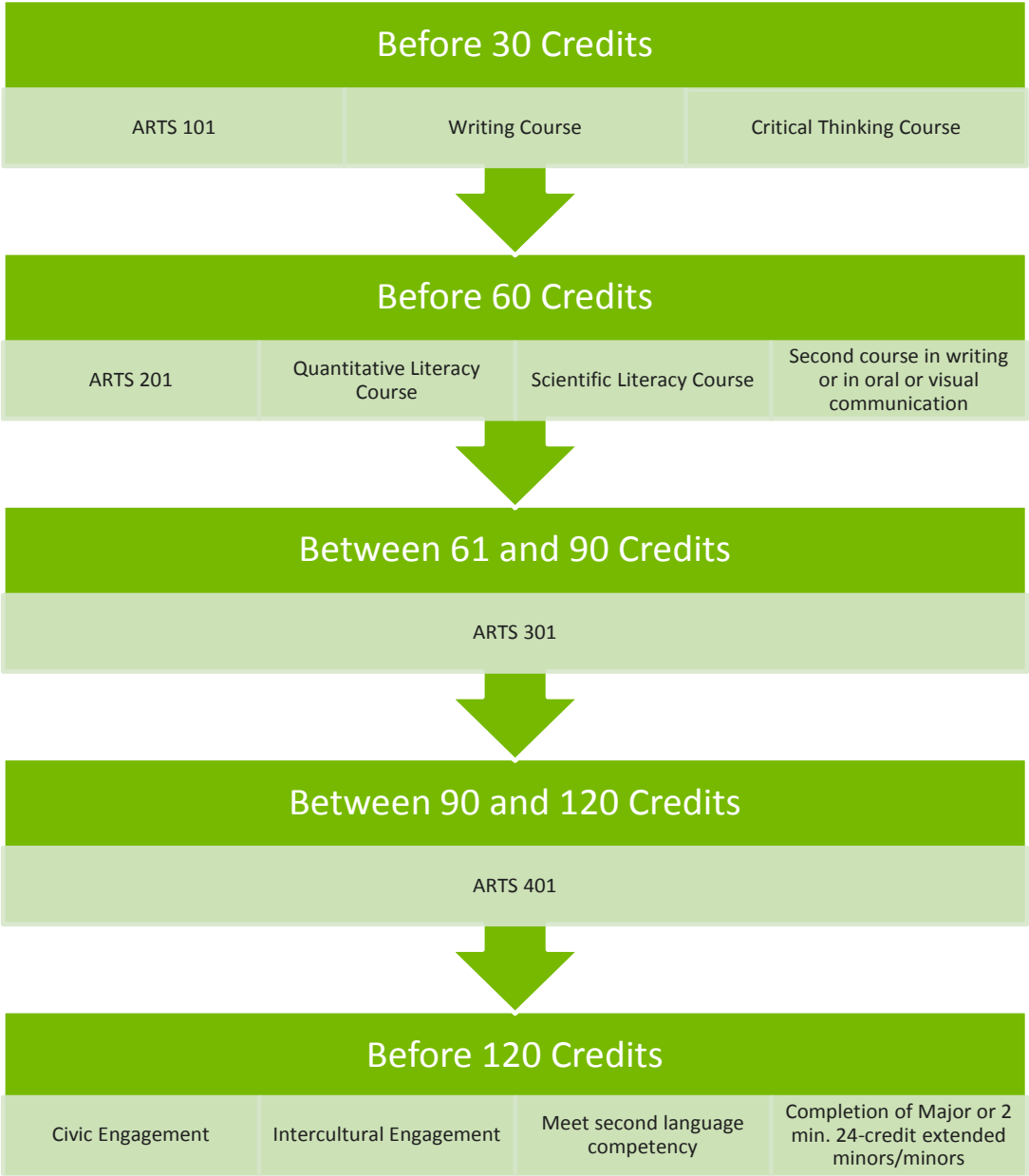
Alisa Webb (Chair), Bruce Kirkley, Elaine Newman, Jill Bain, Maureen Wideman, Samantha Pattridge, Sven van de Wetering, and Sylvie Murray

## Bachelor of Arts Learning Outcomes

The UFV Institutional Learning Outcomes (ILO) are central to the BA. All BA students will achieve these outcomes. Specifics found [here](#). In addition, students will integrate their learning across all facets of their lives (BA).



Bachelor of Arts  
Overview of New Degree Structure

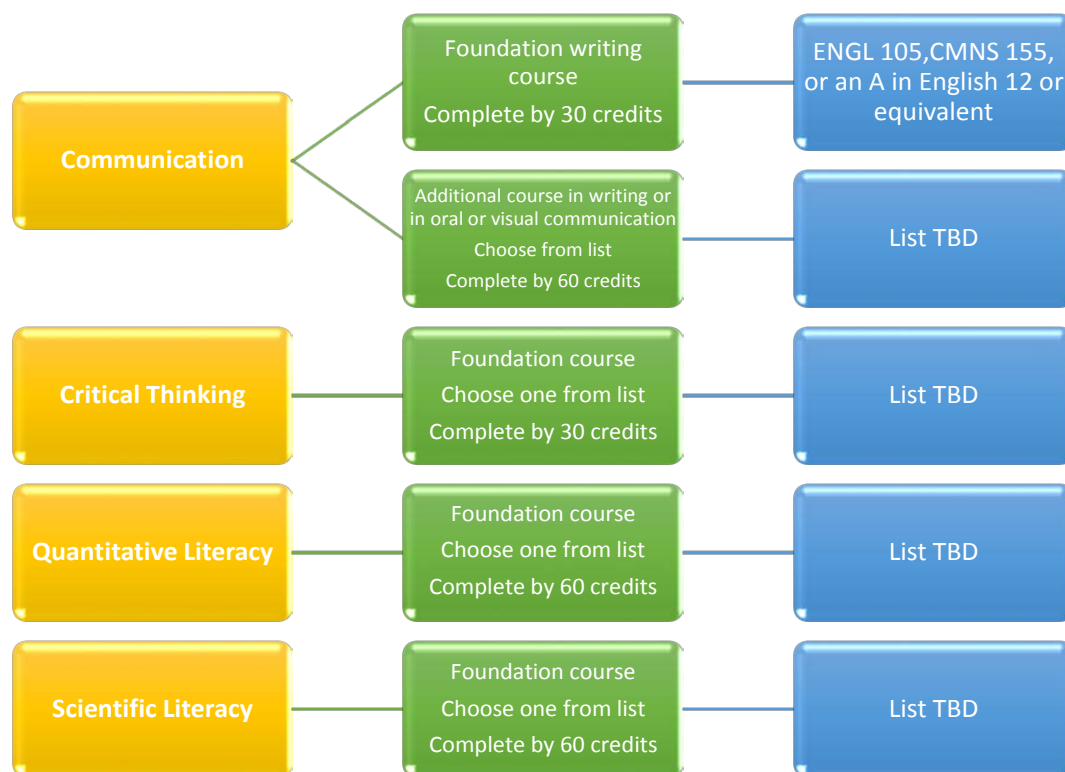


## Bachelor of Arts Foundational Skills, 15-17 credits

Students must complete foundational skills courses in the following areas: communication, critical thinking, quantitative literacy, and scientific literacy. Students will not be allowed to waive these requirements and they cannot use the same course to meet more than one foundational skill. They can, however, use these courses towards their major, extended minor, or minor programs.

Please note that these courses must be completed by particular credit benchmarks.

We identify the following as core, foundational skills for all BA students:



## Bachelor of Arts Foundational Skills Outcomes

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communication:<br>Writing Foundation    | <ul style="list-style-type: none"> <li>• Demonstrate knowledge of how audience, purpose, and situation shape written communication</li> <li>• Employ conventions of organization, presentation, formatting, and style in a range of genres</li> <li>• Use source material ethically and critically in written communication</li> <li>• Engage in processes of reading, summarizing, critiquing, and citing relevant and credible sources</li> </ul>                                                                                                 |
| Communication:<br>Second Writing option | <ul style="list-style-type: none"> <li>• Write for different audiences, purposes, and situations</li> <li>• Consistently use conventions particular to a specific discipline and/or writing task, including organization, presentation, format, and style</li> <li>• Consistently use credible, relevant sources to support ideas or arguments</li> <li>• Complete all steps in the writing process: pre-writing, drafting, revising, editing, and submission</li> </ul>                                                                            |
| Communication:<br>Oral option           | <ul style="list-style-type: none"> <li>• Demonstrate confidence and clarity of purpose when speaking in a public context</li> <li>• Employ delivery and organization techniques that strengthen reception of the central idea</li> <li>• Respond effectively to audience's verbal and non-verbal feedback in the moment of one's speaking</li> <li>• Critique one's own and other's oral presentation skills constructively</li> </ul>                                                                                                              |
| Communication:<br>Visual option         | <ul style="list-style-type: none"> <li>• Identify the formal elements of a variety of visual media</li> <li>• Analyze visual media within a critical, contextual framework</li> <li>• Source and use images ethically</li> <li>• Communicate capably with and about images</li> </ul>                                                                                                                                                                                                                                                               |
| Critical Thinking:                      | <ul style="list-style-type: none"> <li>• Evaluate arguments and their supporting evidence</li> <li>• Examine context, perspective, and assumptions when evaluating and making arguments in various disciplines</li> <li>• Construct rational arguments</li> <li>• Identify and assess counter-arguments to one's position</li> </ul>                                                                                                                                                                                                                |
| Quantitative Literacy:                  | <ul style="list-style-type: none"> <li>• Explain and interpret information presented in quantitative forms</li> <li>• Convert relevant information into quantitative forms</li> <li>• Draw conclusions from an analysis of quantitative data</li> <li>• Use quantitative evidence in support of an argument</li> </ul>                                                                                                                                                                                                                              |
| Scientific Literacy:                    | <ul style="list-style-type: none"> <li>• Express positions that are scientifically informed</li> <li>• Evaluate the quality of scientific information based on its source and the methods used to generate it</li> <li>• Articulate the role of observation and experimentation in the development of scientific theories</li> <li>• Identify ethical issues involved in the practice and application of science</li> <li>• Discuss the relevance of science in their lives and how it may affect them in their public and private roles</li> </ul> |

## Bachelor of Arts Second Language Competency

All BA students will demonstrate competency in a second language equivalent to BC high school grade 11. Students meet competency by:

- Successfully completing any grade 11 high school second language course;
- Successfully completing any language immersion program, such as French Immersion;
- Graduating from a high school in which the language of instruction is not English;
- Graduating from a post-secondary institution in which the language of instruction is not English;
- Successfully completing any Modern Language 101 course, such as SPAN 101 or MAND 101, at UFV; or
- Successfully completing a second language course at another institution which transfers to UFV and is equivalent to a Modern Language 101 course or higher.

Students who have gained second language competency through other means may contact Modern Languages to inquire about an assessment of their competency. Please note that the ability to assess competency is limited by the availability and expertise of faculty able to assess particular languages.

Note: Students may not use this course to meet a foundational skill requirement or intercultural engagement. Students wishing to take additional second language courses to meet those requirements may do so.

## Bachelor of Arts Personal and Social Responsibility

Students must demonstrate learning in two areas of personal and social responsibility: civic engagement and intercultural engagement. As defined on the AAC&U VALUE rubrics (<https://www.aacu.org/value-rubrics>):

“Civic engagement is ‘working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.’ (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.”

“Intercultural Knowledge and Competence is ‘a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.’ (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)”

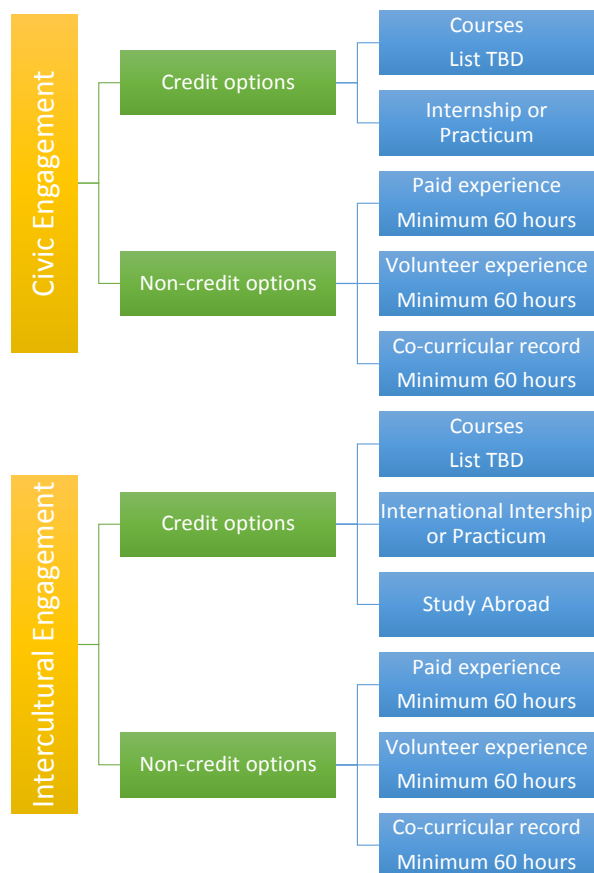
Students may meet these requirements through specific courses; credited practicum, internship or co-op; study abroad; or non-credit means, such as co-curricular record, paid or volunteer work experience, or other. Non-credit activities must reflect the above definitions and must demonstrate achievement of the defined outcomes. Please note that students may not use a course applied to their foundational skills requirements to meet their personal and social responsibility requirements.

### Civic Engagement

- Articulate the aims and goals of a particular community group or activity
- Apply skills and knowledge acquired during BA studies in the community
- Identify ways one's civic engagement benefits the individual and society
- Reflect on one's self development related to civic identity and participation

### Intercultural Engagement

- Identify one's own cultural norms and biases
- Articulate characteristics and features of another culture
- Interpret intercultural engagement through more than one perspective
- Articulate similarities and differences between cultures in a non-judgmental way



Students wishing to fulfill this requirement through non-credit means would take the following steps:

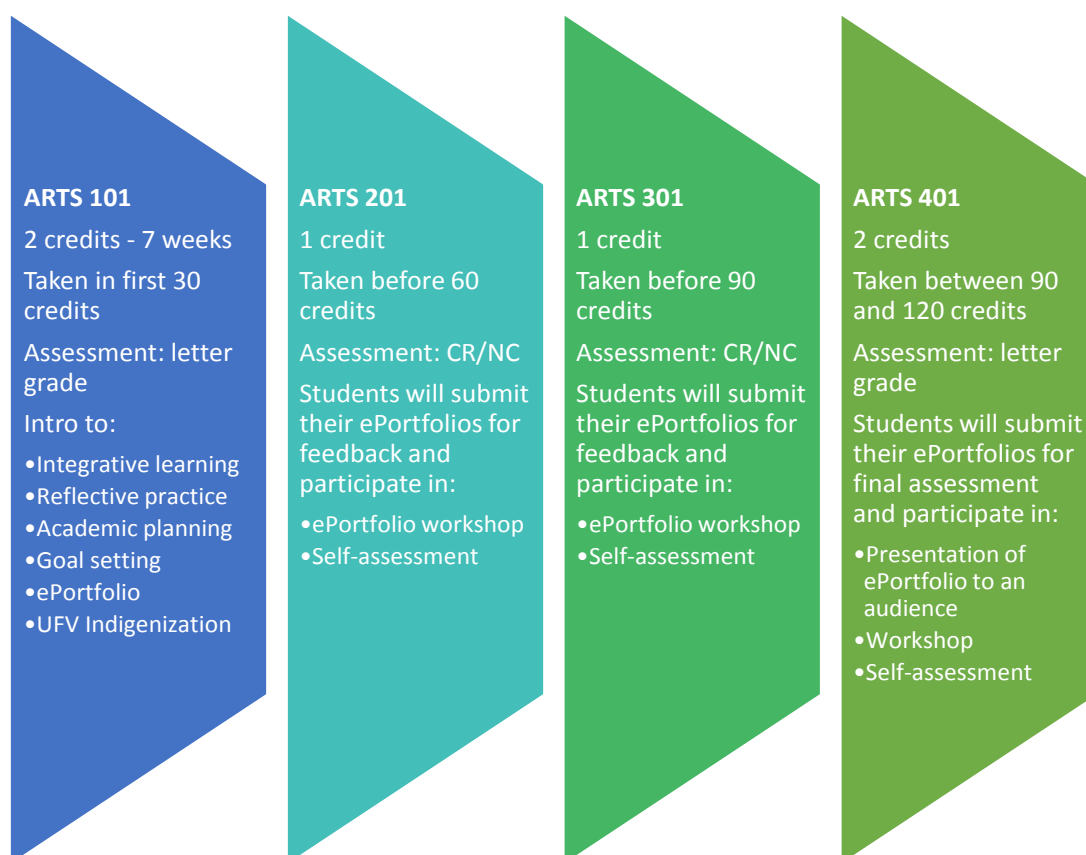
1. Complete a one-page request form and submit it to BAPC for approval.
2. Once approved, complete activity. Acquire documentation to prove activity was completed as proposed. Forms of documentation are outlined on the initial request form.
3. Include the initial approval and the documentation in your ePortfolio. Then, include a reflective piece outlining the ways the activity met the learning outcomes associated with the requirement. This will be assessed when your ePortfolio is assessed (i.e. as part of ARTS 401).
  - a. Students who complete this requirement before 90 credits can receive feedback on their reflection in ARTS 201 or ARTS 301 in order to ensure they have met the outcomes.

## Bachelor of Arts ePortfolio Structure and Outcomes

All students must complete a Blackboard ePortfolio as part of their BA requirements. The ePortfolio is an Outcomes Portfolio. Students demonstrate their learning related to the nine Institutional Learning Outcomes. At the same time, the ePortfolio must demonstrate the student's ability to reflect on his/her learning and the student's ability to show the integration of their learning across all aspects of his/her life.

The ePortfolio is an important tool which not only showcases student learning in the BA, but also allows students an opportunity to invest in their future success. Students may use their ePortfolios to support graduate school applications, work applications, or other post-BA activities.

Students are provided with guided, credited support in completing their ePortfolios.



Students successfully completing ARTS 101, 201, 301, and 401 will be able to:

## ARTS 101

- 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 and UFV's place in indigenous territory

## ARTS 201

- 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

## ARTS 301

- 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

## ARTS 401

- 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

## Bachelor of Arts Accommodating Transfer Students

The BA Task Force has considered the experience of transfer students given the new BA requirements. Foundation skills requirements mimic those at several institutions, so we do not think that transfer students will be unduly disadvantaged by these requirements. In addition, the two requirements for personal and social responsibility may be completed at any time in the degree.

The ePortfolio and its related courses pose the biggest challenge to transfer students. The BA Task Force agreed on the following:

### Students with less than 45 credits upon transfer

- Complete ARTS 101
- Complete ARTS 201
- Complete ARTS 301
- Complete ARTS 401

### Students with 45 -60 credits upon transfer

- Complete ARTS 101
- Complete ARTS 301
- Complete ARTS 401
- ARTS 201 requirement waived

While students may arrive with more than 60 transfer credits, the BA has a 50% residency requirement, meaning students with more than 60 credits are more likely to enter the Bachelor of General Studies (which has a lower residency requirement). If students entered with more than 60 credits and wished to complete a BA, we would follow the principles set out for students transferring with 45-60 credits, waiving ARTS 201, but requiring completion of ARTS 101, ARTS 301, and ARTS 401.

In consultation with various groups at UFV, there was some concern about requiring transfer students to take ARTS 101. The BA Task Force has looked at alternative possibilities and always arrives back at the importance of students taking ARTS 101. ARTS 101 is not constructed as a University 101 course; rather, it provides the foundational learning and introduction necessary to successfully building an ePortfolio. Students learn the foundations of integrative learning and reflective practice, as well as how to link their learning experiences to the BA Outcomes. These skills are important whether a student starts their ePortfolio with 9 credits or with 60 credits. Further, transfer students might need more support in getting their ePortfolios started as they have more learning upon which to reflect and to integrate.

## Bachelor of Arts Vetting Courses

With the move to a new set of foundational skills for the BA, we will need to determine which courses meet the newly-articulated outcomes for each category. Requests for inclusion will go to BAPC. Submissions should include the official course outline and a form which will mimic this one: <https://usm.maine.edu/core/course-outcomes-blueprint-science-exploration>

- 100-level courses only
- ELP policy pre-req only
- Must meet stipulated outcomes
- More than 50% of course outcomes, assessment, and weekly topics must be related to skill development

Communication:  
Foundation  
Writing

- 100- or 200-level courses
- No pre-reqs other than foundation writing courses
- Must meet stipulated outcomes
- More than 50% of course outcomes, assessment, and weekly topics must be related to skill development

Communication:  
Writing, Oral, or  
Visual

- 100- or 200-level courses with no pre-reqs
- Must meet stipulated outcomes
- More than 50% of course outcomes, assessment, and weekly topics must be related to skill development

Critical Thinking:  
Foundation

- 100- or 200-level courses with no or only high school pre-reqs
- Must meet stipulated outcomes
- More than 50% of course outcomes, assessment, and weekly topics must be related to skill development

Quantitative  
Literacy

- 100- or 200-level courses with no or only high school pre-reqs
- Must meet stipulated outcomes
- More than 50% of course outcomes, assessment, and weekly topics must be related to skill development

Scientific Literacy

- Any level, provided reasonable access for students
- Must meet stipulated outcomes
- Course must require civic engagement outside of the classroom

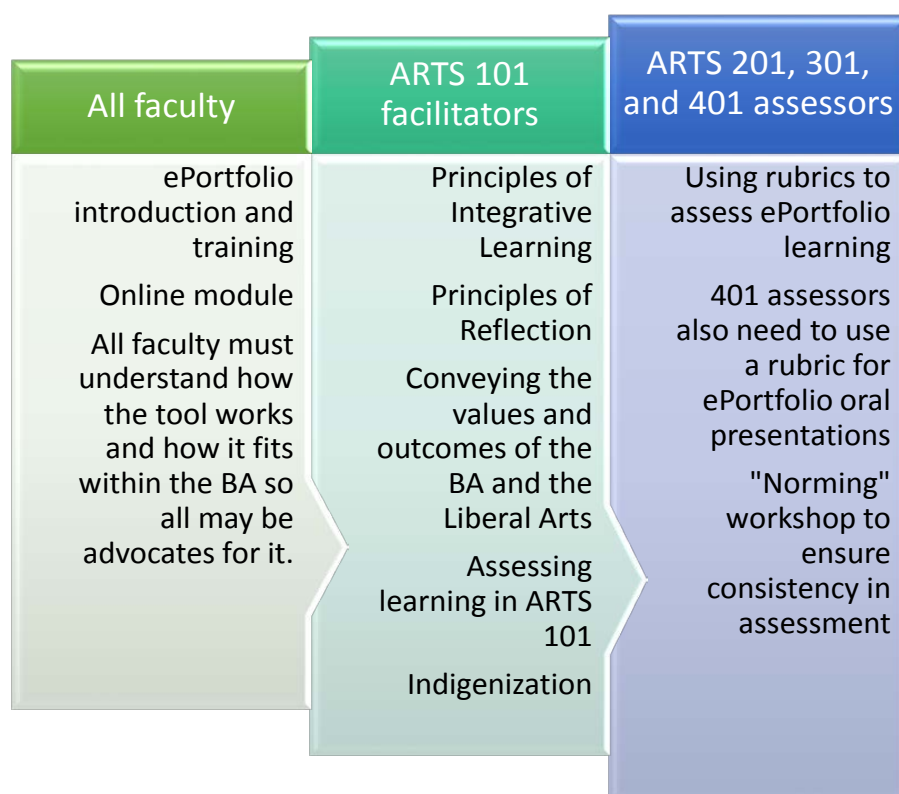
Civic Engagement

- Any level, provided reasonable access for students
- Must meet stipulated outcomes
- Course must require students to actively apply what they have learned about intercultural engagement

Intercultural  
Engagement

## Bachelor of Arts PD Requirements

In order to facilitate a new BA model, faculty will require professional development.



Note: Teaching and Learning will develop online and face-to-face ePortfolio tutorial modules.

### BA Notice – Fall 2016 Calendar

After undergoing extensive review, the decision has been made to revise the requirements for the BA. Changes include a shift in the core requirements for the degree and the addition of an ePortfolio. Course lists for these changes are in development and, therefore, TBD. These changes will take effect September 2017. Please note:

- Students applying for Fall 2017 will be applying to enter the revised BA.
- Entrance requirements will not change.
- Students enrolled in the BA prior to Fall 2017 are not affected by the changes.

Should you have any questions, please contact a [UFV Academic Advisor](#).

Overview of changes:

| Program Requirements            |                                                                                                                                                                                                                                                                                                           |                                 |                                                                                                                         |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Requirements                    | Current BA                                                                                                                                                                                                                                                                                                | Requirements                    | Fall 2017 BA                                                                                                            |
| <b>Credits</b>                  | 120                                                                                                                                                                                                                                                                                                       | <b>Credits</b>                  | 120                                                                                                                     |
| <b>Upper-level credits</b>      | 45                                                                                                                                                                                                                                                                                                        | <b>Upper-level credits</b>      | 45                                                                                                                      |
| <b>Overall breadth</b>          | 30 credits in 5 or more subject areas                                                                                                                                                                                                                                                                     | <b>Overall breadth</b>          | No longer required                                                                                                      |
| <b>Arts credits</b>             | 65                                                                                                                                                                                                                                                                                                        | <b>Arts credits</b>             | 65                                                                                                                      |
| <b>Elective credits</b>         | 55<br>All UFV courses specified for degree programs and EDUC, FNST, and TESL are acceptable for the remaining 55 credits of elective. Of these remaining 55 credits, up to 12 credits may be chosen from any UFV course, 100 level or higher, or UFV assigned transfer credit at the 100 level or higher. | <b>Elective credits</b>         | 55 credits chosen from any UFV course, 100 level or higher, or UFV assigned transfer credit at the 100 level or higher. |
| <b>Program</b>                  | 1 major or 2 extended minors                                                                                                                                                                                                                                                                              | <b>Program</b>                  | 1 major or 2 extended minors/minors of a minimum 24 credits each                                                        |
| Foundational Skill Requirements |                                                                                                                                                                                                                                                                                                           |                                 |                                                                                                                         |
| Requirements                    | Current BA                                                                                                                                                                                                                                                                                                | Requirements                    | Fall 2017 BA                                                                                                            |
| <b>Writing (3 credits)</b>      | ENGL 105, CMNS 155, ARTS 100, or an A in English 12 or equivalent                                                                                                                                                                                                                                         | <b>Writing (3 credits)</b>      | ENGL 105, CMNS 155, or an A in English 12 or equivalent<br><br>Must be completed by 30 credits                          |
|                                 |                                                                                                                                                                                                                                                                                                           | <b>Oral, Visual, or Written</b> | One course from list (TBD)                                                                                              |

|                                           |                                            |                                                 |                                                                                                                                                                                                                                                     |
|-------------------------------------------|--------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                           |                                            | <b>Communication (3-4 credits)</b>              | Must be completed by 60 credits                                                                                                                                                                                                                     |
| <b>Reasoning (3-4)</b>                    | PHIL 100, ARTS 100, or 6 credits from list | <b>Critical Thinking (3-4 credits)</b>          | One course from list (TBD)<br>Must be completed by 30 credits                                                                                                                                                                                       |
| <b>Lab Science (4 credits)</b>            | One lab science course from list           | <b>Scientific Literacy (3-4 credits)</b>        | One course from list (TBD)<br>Must be completed by 60 credits                                                                                                                                                                                       |
|                                           |                                            | <b>Quantitative Literacy (3-4 credits)</b>      | One course from list (TBD)<br>Must be completed by 60 credits                                                                                                                                                                                       |
| <b>Humanities (6 credits)</b>             | 6 credits in the Humanities                | <b>Humanities</b>                               | No longer required                                                                                                                                                                                                                                  |
| <b>Social Sciences (6 credits)</b>        | 6 credits in Social Sciences               | <b>Social Sciences</b>                          | No longer required                                                                                                                                                                                                                                  |
| <b>Total</b>                              | 22-26 credits                              | <b>Total</b>                                    | 24-27 credits                                                                                                                                                                                                                                       |
| <b>Second Language Competency</b>         |                                            |                                                 |                                                                                                                                                                                                                                                     |
| <b>Requirement</b>                        | <b>Current BA</b>                          | <b>Requirement</b>                              | <b>Fall 2017 BA</b>                                                                                                                                                                                                                                 |
|                                           |                                            | <b>Second Language Competency (0-3 credits)</b> | Successful completion of any Grade 11 language course, demonstrated competency through other means, or completion of any Modern Language 101 course (such as FREN 101 or SPAN 101) – see note                                                       |
| <b>ePortfolio</b>                         |                                            |                                                 |                                                                                                                                                                                                                                                     |
| <b>Requirements</b>                       | <b>Current BA</b>                          | <b>Requirements</b>                             | <b>Fall 2017 BA</b>                                                                                                                                                                                                                                 |
|                                           |                                            | <b>ePortfolio (6 credits)</b>                   | 6 credits taken as ARTS 101, 201, 301, and 401<br><br>Students transferring into the BA with up to 45 credits will be required to complete all 4 courses.<br><br>Students transferring into the BA with 45-60 credits will be exempt from ARTS 201. |
| <b>Personal and Social Responsibility</b> |                                            |                                                 |                                                                                                                                                                                                                                                     |
|                                           |                                            | <b>Civic Engagement</b>                         | One course from list (TBD) or meet through non-credit means                                                                                                                                                                                         |
|                                           |                                            | <b>Intercultural Engagement</b>                 | One course from list (TBD) or meet through non-credit means                                                                                                                                                                                         |

Note: All BA students will demonstrate competency in a second language equivalent to BC high school grade 11. Students meet competency by:

- Successfully completing any grade 11 high school second language course;
- Successfully completing any language immersion program, such as French Immersion;
- Graduating from a high school in which the language of instruction is not English;
- Graduating from a post-secondary institution in which the language of instruction is not English;
- Successfully completing any Modern Language 101 course, such as SPAN 101 or MAND 101, at UFV; or
- Successfully completing a second language course at another institution which transfers to UFV and is equivalent to a Modern Language 101 course or higher.

Students who have gained second language competency through other means may contact Modern Languages to inquire about an assessment of their competency. Please note that the ability to assess competency is limited by the availability and expertise of faculty able to assess particular languages.

**ARTS:** [www.ufv.ca/arts](http://www.ufv.ca/arts)

## **Bachelor of Arts**

A UFV BA will equip you with the skills and knowledge you need to be a reflective, articulate, and informed citizen within the Fraser Valley and beyond. To ensure your success in the fast-changing economy of the twenty first century, the College of Arts offers you skills, learning, and engagement in communication, critical thinking, quantitative literacy, scientific literacy, and personal and social responsibility, as well as deep learning in a range of majors, extended minors, and minors. Through completion of an ePortfolio, students learn to reflect on, integrate, and communicate their learning, helping them to achieve their goals.

## **BA Program Outcomes:**

Graduates of the BA will meet all of UFV's [institutional learning outcomes](#), as well as one outcome specific to the BA. Upon successful completion of all of the requirements for the BA, students will:

1. Demonstrate information competency
2. Analyze critically and imaginatively
3. Use knowledge and skills proficiently
4. Initiate inquiries and develop solutions to problems
5. Communicate effectively
6. Pursue self-motivated and self-reflective learning
7. Engage in collaborative leadership
8. Engage in respectful and professional practice
9. Contribute regionally and globally
10. Integrate their learning across all facets of their lives

## **Entrance Requirements and Admission:**

### **Option 1:**

High School (for students with high school graduation only)

1. BC secondary school graduation or equivalent
2. A minimum of a C+ in English 12 or equivalent (English 12 First Peoples, English Literature 12, AP English, or IB English A – standard level or higher) and a minimum of a B average in two additional approved Grade 12 courses.

Out-of-Province Applicants:

1. Students will be considered on the basis of courses equivalent to [Approved B.C. Grade 12 courses](#). See the [Admissions section](#) of the calendar for more information on equivalents to B.C. secondary school graduation.

**Out-of-Country Applicants:**

1. Students who have B.C. secondary school graduation equivalency, meet the prerequisite for ENGL 105 or CMNS 155, and have completed an equivalent average of B (equated to the UFV grading system) in two approved Grade 12 courses will be admissible.

**Alternatives to High School Graduation:**

1. If you have completed the International Baccalaureate diploma program, the B.C. Graduation diploma (B.C. Adult Dogwood), or the General Educational Development (GED) certificate, you may be considered to have the equivalent of B.C. secondary school graduation for admission purposes.

**Option 2: University Entrance (for students who have attended some post-secondary school)**

1. Prerequisite for ENGL 105 or CMNS 155
2. One of the following alternatives:
  - a. Completion of a minimum of 30 credits in courses numbered at the 100 level and above, with a CGPA of 2.00 on all credits attempted
  - b. Completion of a minimum of 9 credits in courses numbered at the 100 level and above, with a CGPA of 3.00 on all credits attempted
  - c. Completion of a post-secondary career or technical diploma (minimum of two years postsecondary credit) from a recognized Canadian or International post-secondary institution, with a minimum CGPA of 2.5 (equated to the UFV grading scheme), calculated on all courses taken. Students should be aware that all courses taken in the diploma may not apply to the Bachelor of Arts degree.
  - d. Completion of a three- or four-year Bachelor's degree from a recognized Canadian or International institution, with a minimum GPA of 2.0 (equated to the UFV grading scheme). Students who have completed a previous degree are governed by UFV's Subsequent Degree Policy (98).

Students who do not meet these requirements might consider Qualifying Studies and/or a meeting with a UFV Academic Advisor.

**Option 3: Combined post-secondary/high school admission**

Students who have attended or are currently attending a post-secondary institution, have fewer than 30 credits applicable for BA entrance at the time they apply for admission, and have

a CGPA of at least 2.00 on all post-secondary courses attempted, may be considered for admission based on high school requirements.

When to apply:

Applications are accepted for entrance to the Fall, Winter, and Summer semesters. For application deadlines, see Specific intake application process.

How to apply:

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

Additional documents required for a complete application:

- Official transcripts or interim transcripts from all post-secondary institutions you have attended (other than UFV) showing grade/course achievement as per entrance requirements
  - o Must be sent directly to UFV from the originating institutions
  - o Need to arrive within two weeks of the date of your application in order to retain your original application date

For high school entrance, a final official transcript (if you have graduated). For students currently in Grade 12, final grades are due August 3.

2. You will be advised of an admission decision and, if accepted, 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.
3. In cases where course work is in progress, an admission 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 for the September intake.

Basis for admission decision:

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

## **Fees and additional costs**

See the [Fees and Other Costs](#) section. Books and additional supplies cost approximately \$100 per course.

## **Program Requirements:**

There are five sets of requirements to note:

1. Program
  2. Foundational Skills
  3. Second language Competency
  4. Personal and Social Responsibility
  5. ePortfolio
1. Program Requirements
    - a. 120 credits, of which 60 must be completed at UFV
    - b. One major or two extended minors/minors (minimum 24 credits each), of which 50% of the upper-level credits must be completed at UFV
    - c. 65 credits in Arts subjects
    - d. 55 credits in any subject at the university level (100-level and above)
    - e. At least 45 upper-level credits, of which 30 must be completed at UFV
  2. Foundational Skills (5 courses: 15-17 credits)

| Foundational Skill                            | Requirement                                             | Benchmark              |
|-----------------------------------------------|---------------------------------------------------------|------------------------|
| <b>Writing Foundation</b>                     | CMNS 155, ENGL 105, or an A in English 12 or equivalent | Complete by 30 credits |
| <b>Written, Oral, or Visual Communication</b> | One course from list (TBD)                              | Complete by 60 credits |
| <b>Critical Thinking</b>                      | One course from list (TBD)                              | Complete by 30 credits |
| <b>Quantitative Literacy</b>                  | One course from list (TBD)                              | Complete by 60 credits |
| <b>Scientific Literacy</b>                    | One course from list (TBD)                              | Complete by 60 credits |

Note: Students may not use the same course to meet more than one foundational skill requirement.

Each foundational skill course aligns with specific outcomes.

| Foundational Skill        | Successful students will be able to:                                                                                                                                                                                                                                                                                                   |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Writing Foundation</b> | <ul style="list-style-type: none"> <li>• Demonstrate knowledge of how audience, purpose, and situation shape written communication</li> <li>• Employ conventions of organization, presentation, formatting, and style in a range of genres</li> <li>• Use source material ethically and critically in written communication</li> </ul> |

|                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                               | <ul style="list-style-type: none"> <li>• Engage in processes of reading, summarizing, critiquing, and citing relevant and credible sources</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Second course in communication: students choose oral, visual, or written communication</b> | <b>Oral Communication Option:</b> <ul style="list-style-type: none"> <li>• Demonstrate confidence and clarity of purpose when speaking in a public context</li> <li>• Employ delivery and organization techniques that strengthen reception of the central idea</li> <li>• Respond effectively to audience's verbal and non-verbal feedback in the moment of one's speaking</li> <li>• Critique one's own and other's oral presentation skills constructively</li> </ul>                                                                            |
|                                                                                               | <b>Visual Communication Option:</b> <ul style="list-style-type: none"> <li>• Identify the formal elements of a variety of visual media</li> <li>• Analyze visual media within a critical, contextual framework</li> <li>• Source and use images ethically</li> <li>• Communicate capably with and about images</li> </ul>                                                                                                                                                                                                                           |
|                                                                                               | <b>Written Communication Option:</b> <ul style="list-style-type: none"> <li>• Write for different audiences, purposes, and situations</li> <li>• Consistently use conventions particular to a specific discipline and/or writing task, including organization, presentation, format, and style</li> <li>• Consistently use credible, relevant sources to support ideas or arguments</li> <li>• Complete all steps in the writing process: pre-writing, drafting, revising, editing, and submission</li> </ul>                                       |
| <b>Critical Thinking</b>                                                                      | <ul style="list-style-type: none"> <li>• Evaluate arguments and their supporting evidence</li> <li>• Examine context, perspective, and assumptions when evaluating and making arguments in various disciplines</li> <li>• Construct rational arguments</li> <li>• Identify and assess counter-arguments to one's position</li> </ul>                                                                                                                                                                                                                |
| <b>Quantitative Literacy</b>                                                                  | <ul style="list-style-type: none"> <li>• Explain and interpret information presented in quantitative forms</li> <li>• Convert relevant information into quantitative forms</li> <li>• Draw conclusions from an analysis of quantitative data</li> <li>• Use quantitative evidence in support of an argument</li> </ul>                                                                                                                                                                                                                              |
| <b>Scientific Literacy</b>                                                                    | <ul style="list-style-type: none"> <li>• Express positions that are scientifically informed</li> <li>• Evaluate the quality of scientific information based on its source and the methods used to generate it</li> <li>• Articulate the role of observation and experimentation in the development of scientific theories</li> <li>• Identify ethical issues involved in the practice and application of science</li> <li>• Discuss the relevance of science in their lives and how it may affect them in their public and private roles</li> </ul> |

### 3. Second Language Competency (0-3 credits)

All BA students will demonstrate competency in a second language equivalent to BC high school grade 11. Students meet competency by:

- Successfully completing any grade 11 high school second language course;
- Successfully completing any language immersion program, such as French Immersion;
- Graduating from a high school in which the language of instruction is not English;
- Graduating from a post-secondary institution in which the language of instruction is not English;
- Successfully completing any Modern Language 101 course, such as SPAN 101 or MAND 101, at UFV; or
- Successfully completing a second language course at another institution which transfers to UFV and is equivalent to a Modern Languages 101 course or higher.

Students who have gained second language competency through other means may contact Modern Languages to inquire about an assessment of their competency.

Note: Students may not use this course to meet a foundational skill requirement or intercultural engagement. Students wishing to take additional second language courses to meet those requirements may do so.

#### 4. Personal and Social Responsibility

Students must demonstrate learning in two areas of personal and social responsibility: civic engagement and intercultural engagement. Through civic engagement, students apply classroom learning to their communities and reflect on the personal and social benefits of active citizenship. Through intercultural engagement, students gain insight into respectful intercultural practices, which includes understanding one's cultural norms and biases and respecting and honouring cultural differences.

Each aligns with specific outcomes.

| <b>Personal and Social Responsibility</b> | <b>Successful students will be able to:</b>                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Civic Engagement</b>                   | <ul style="list-style-type: none"> <li>• Articulate the aims and goals of a particular community group or activity</li> <li>• Apply skills and knowledge acquired during BA studies in the community</li> <li>• Identify ways one's civic engagement benefits the individual and society</li> <li>• Reflect on one's self development related to civic identity and participation</li> </ul> |
| <b>Intercultural Engagement</b>           | <ul style="list-style-type: none"> <li>• Identify one's own cultural norms and biases</li> <li>• Articulate characteristics and features of another culture</li> <li>• Interpret intercultural engagement through more than one perspective</li> </ul>                                                                                                                                       |

|  |                                                                                    |
|--|------------------------------------------------------------------------------------|
|  | • Articulate similarities and differences between cultures in a non-judgmental way |
|--|------------------------------------------------------------------------------------|

Students may meet these requirements through specific courses (list TBD); credited practicum, internship or co-op; study abroad; or non-credit means, such as co-curricular record, paid or volunteer work experience, or other. Non-credit activities must reflect the above definitions, demonstrate achievement of the defined outcomes, and require a minimum of 60 hours. Students wishing to meet the requirement through non-credit means should consult with an advisor regarding the approval process.

Note: Students may not use a course applied to their foundational skills requirements to meet their personal and social responsibility requirements.

#### 5. ePortfolio (4 courses: 6 credits)

All students must complete an ePortfolio as part of their BA requirements. The ePortfolio is an Outcomes Portfolio. Students demonstrate their learning related to the nine Institutional Learning Outcomes and the additional BA learning outcome.

The ePortfolio is an important tool which not only showcases student learning in the BA, but also allows students an opportunity to invest in their future success. Students may use their ePortfolios to support graduate school applications, work applications, or other post-BA activities.

Students take four credited courses to guide and support the development of their ePortfolios, each with specific outcomes. Please see the official course outlines for course outcomes.

| Course          | Benchmark               |
|-----------------|-------------------------|
| <b>ARTS 101</b> | Complete by 30 credits  |
| <b>ARTS 201</b> | Complete by 60 credits  |
| <b>ARTS 301</b> | Complete by 90 credits  |
| <b>ARTS 401</b> | Complete by 120 credits |

Note: Students transferring to UFV or into the BA with 45-60 credits will not be required to complete ARTS 201. All such students, however, will need to complete ARTS 101.

### **Getting from 0 to 120:**

In order to meet requirement deadlines, we recommend that students follow the BA Degree Map. (link to be provided)

### **Declaration of majors, extended minors, and minors:**

When to declare: Between 30 and 60 credits

- Failure to declare by 60 credits: registration in further courses is blocked
- Need more time to decide? Seek an exemption from an academic advisor.

Required to declare:

- Minimum 2.0 CGPA on all credits attempted
- Minimum grade of C on each of 3 required courses for the subject discipline, unless otherwise stated

What to declare (minimum):

- One major or
- Two extended minors/minors of a minimum of 24 credits each

What you can declare:

| Discipline                               | Honours | Major | Extended Minor | Minor |
|------------------------------------------|---------|-------|----------------|-------|
| Anthropology                             |         |       | ✓              | ✓     |
| Applied Ethical and Political Philosophy |         |       |                | ✓     |
| Art History                              |         |       | ✓              | ✓     |
| Biology                                  |         |       | ✓              |       |
| Business                                 |         |       |                | ✓     |
| Communications                           |         |       |                | ✓     |
| Computer Information Systems             |         |       | ✓              | ✓     |
| Criminal Justice                         |         |       | ✓              | ✓     |
| Economics                                |         | ✓     |                | ✓     |
| English                                  | ✓       | ✓     | ✓              | ✓     |
| French                                   |         | ✓     | ✓              | ✓     |
| Geography                                | ✓       | ✓     | ✓              | ✓     |
| History                                  |         | ✓     | ✓              | ✓     |
| Kinesiology                              |         |       |                | ✓     |
| Latin American Studies                   |         |       | ✓              | ✓     |
| Mathematics                              |         | ✓     | ✓              | ✓     |
| Mathematics (Statistics option)          |         |       | ✓              | ✓     |
| Media and Communication Studies          |         |       | ✓              | ✓     |
| Philosophy                               |         | ✓     | ✓              | ✓     |
| Political Science                        |         | ✓     | ✓              | ✓     |
| Psychology                               | ✓       | ✓     | ✓              |       |
| Sociology                                |         | ✓     | ✓              | ✓     |
| Sociology/Anthropology                   |         | ✓     |                | ✓     |
| Theatre                                  |         |       | ✓              | ✓     |
| Visual Arts                              |         |       | ✓              |       |

**Important Notes:**

- The number of students wanting to enter any Arts Honours, major, extended minor, or minor program may exceed capacity. Departments reserve the right to select competitively if necessary. The basis for selection is applicant GPA on required lower-level prerequisites; students in the BA will have priority. UFV cannot guarantee available seats in required program courses on demand.
- Arts students completing a major or double extended minor/minor from the above list may also combine either of those programs with any UFV major, extended minor, or minor. This may, however, require students to complete more than 120 credits. Students may not, however, combine the following:
  - o A Sociology/Anthropology major with a Sociology Extended Minor/Minor or an Anthropology Extended Minor/Minor
  - o A Mathematics Major/Extended Minor/Minor with a Mathematics (Statistics Option) Extended Minor/Minor
  - o A Visual Arts Extended Minor/Minor with Extended Minors/Minors in Art History, Media and Communication Studies, and/or Theatre
  - o A Geography Major (Arts) with a Physical Geography (Science) Major or Minor
  - o A major, extended minor, or minor in mathematics in Arts with a mathematics major or minor in Science

**Non-UFV Courses:**

UFV students who wish to take courses at another institution for credit towards the Bachelor of Arts must obtain permission in advance from an academic advisor. A letter of permission request is available at [ufv.ca/admissions](http://ufv.ca/admissions) or can be obtained from the Office of the Registrar. Students must be in good standing (CGPA > 2.0) to receive a letter of permission. When approval has been granted, the Registrar's office will issue a Letter of Permission to the student. Residency and transfer credit policies apply.

**Policies Relevant to the BA:**

1. [Course Repeat Policy \(86\)](#): Students may not register for a course more than twice without the permission of the department head/director for the discipline or their designate. All attempts will be recorded on the transcript, but only the highest grade will be included in the GPA. Transfer courses are considered in the number of attempts. A "W" or "AU" course is not counted as a duplication. Multiple repeats of the same course count as a single duplication.
2. [Undergraduate Continuance \(92\)](#): Students must have a CGPA of at least 2.00 to remain in good academic standing. Failure to meet or maintain a 2.00 will result in restrictions on registration and may lead to academic suspension.

3. [Subsequent Degree \(98\)](#): Students who have already completed a degree at the bachelor's level may be granted an additional bachelor's degree provided that the two degrees are different, and that the student has met the program requirements. No more than seventy-five percent (75%) of the credits required for the additional degree may be applied from any previous degree. At least thirty (30) upper-level (300-400) credits for the subsequent degree must be taken at UFV.
4. [Transfer Credit \(107\)](#), [Prior Learning Assessment \(94\)](#) and Residency: Students who successfully complete academic course work at another post-secondary institution can transfer this credit to UFV to satisfy BA degree requirements. They can also earn academic credit through an assessment of prior learning. To meet the residency requirement of the BA, the following restrictions apply:
  - a. Of the 120 credits for the BA, 60 must be completed at UFV.
  - b. Of the 45 upper-level credits for the BA, 30 must be completed at UFV.
  - c. For an honours, major, extended minor, or minor program, at least 50 percent of the required upper-level credits in the specific Arts discipline must be completed at UFV.

**Graduation:**

Students are responsible for ensuring they are eligible to graduate. To be eligible, students must have:

- Completed the BA program with a minimum CGPA of 2.00
- Completed all the requirements of their majors/extended minors/minors with a minimum CGPA of 2.00
- Earned a minimum CGPA of 2.00 in all upper-level courses required for graduation
- No more than five course duplications (with the exception of THEA 199 and THEA 299 when a grade of P or higher is achieved)

Please regularly consult with an academic advisor to ensure you are on track to graduate.

Students must apply to graduate. Please monitor UFV email and announcements for instructions and deadlines.

**Memo for Program Changes**

To: UEC Pre-Screening

From: Michelle Rhodes, Chair, General Studies Program Committee

Date: February 3, 2016

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

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):

The proposed changes to the Bachelor of General Studies are the result of substantial external and internal review of the program and its requirements. An external review conducted in 2012 identified, among other recommended changes, the need for degree-level learning outcomes that would be aligned to course requirements. The existing program is sorely out-of-date, with oddly structured breadth requirements that are only loosely associated with learning outcomes—these were applied after-the-fact, and which are not matched against the courses used to meet these requirements.

Internal review by the General Studies Program Committee (GSPC) resulted in the development of degree-level learning outcomes, followed by the identification of *core competencies*, the development of specific learning outcomes criteria associated with these competencies, and finally the revision to program requirements, admissions requirements, and program policies.

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

The BGS previously lacked program outcomes. The 2012 external review process identified *possible* learning outcomes, and these were added after-the-fact to existing breadth requirements. They are as a result often poorly or insufficiently aligned.

Among the first steps the GSPC took in engaging in the degree review process was to develop a mission statement. This stipulates that students in the BGS will *meet and when possible exceed* institutional learning outcomes. With this in mind, the GSPC developed 17 program-level learning outcomes and then matched these against the ILOs to ensure that all ILOs were met—often in multiple ways. The new core competencies directly and indirectly contribute to the ILOs. They include: Effective Communications (ILO 1, 5); Use and Interpretation of Numerical Data (i.e. Quantitative Literacy, ILO 1, 3, 4); Scientific Literacy (ILO 1, 2, 3, 4); Digital Literacy (ILO 1, 3, 5, 8); Intercultural Engagement (ILO 2, 4, 5, 9); and Applied, Experiential, and Professional Experiences (ILO 4, 7, 8). We have also added a 2-course portfolio requirement (ILO 6, 8), as well as introducing a requirement that students develop their customized learning plans (ILO 4, 6).

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

The BGS does not have a heavily prescribed curriculum. The core competency in Intercultural Engagement is one that can be met through use of FNST or IPK courses, Indigenized courses in other disciplines, or through professional or volunteer experiences that may include Indigenized learning and practice (although this is not specifically required).

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

Additional resources will not be required to meet course requirements, as the total number of credits required to meet the proposed core competency areas and degree requirements is less than is needed to meet existing BGS breadth requirements. Additional advising and faculty supports are needed, and discussions are already in progress with the Dean of Arts, as she oversees the General Studies budget.

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

The degree will remain UFV's most flexible program, and as a result of the changes to the admissions requirements, the better articulated requirements; the ability to more directly apply professional experience to meeting breadth requirements, as well as the the strengthening of the thematic option development, review, and planning processes, we anticipate growth in the program. This would be continuing a trend that has been occurring for some time, as numbers in the BGS program have risen overall during the past decade.

The primary impact on students will come in the requirement for a statistics course, as not all students come into the program with the pre-requisite for this course met (although many do). Strong students without the pre-requisite can request entrance into STAT 104 after they have completed 45 university credits. We do anticipate that many students may choose to meet this requirement through transfer and alternatives offered on-line through other institutions (e.g. TRU, Athabasca), as many BGS students take heavily on-line course loads, and others are coming in with transfer credits from other institutions.

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?

The majority of students will see either equivalent or fewer credits required to meet program requirements. We anticipate, for instance, that the majority of students will meet the requirement for

the *Applied, Experiential, and Professional Experience* through non-credit options (as the BGS is utilized predominantly by non-traditional students). Conversely, a small number of students may instead choose to meet this same requirement through an internship (6 credits) or Cooperative Education (6 credits). However, as BGS students do not also have a major program that they complete, these credits can be included within the 120 credits required for the degree without additional burden on the student to meet other requirements. Indeed, students who choose to complete Thematic Options (TO) are encouraged to integrate their breadth and core competency requirements into the design of the TO.

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.)

Two sections will be needed annually to offer PORT 399a and PORT 399b, the newly developed portfolio courses. All other requirements are met through courses offered in programs across the institution. We anticipate that the numbers for the PORT courses will be high enough (based on current enrolment patterns in the degree) so as to meet cost-recovery in most years.

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.

The primary change is that the lists of courses used to meet core competencies are being refined. The current requirements, for instance, stipulate that Mathematics and Statistics, Psychology, or Philosophy courses are used to meet one of the breadth areas. We are specifically proposing the requirement for a Statistics course as one of these.

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.

**BGS Notice – Fall 2016 Calendar**

After undergoing extensive review, the decision has been made to revise the requirements for the BGS. Changes include a shift in the core requirements for the degree and the addition of an ePortfolio. Course lists for these changes are in development and, therefore, TBD. These changes will take effect September 2017. Please note:

- Students applying for Fall 2017 will be applying to enter the revised BGS.
- Entrance requirements are changing to allow for direct-entry into the program (for students who have completed 0-30 university-level credits).
- Students enrolled in the BGS prior to Fall 2017 are not affected by the changes.

Should you have any questions, please contact a [UFV Academic Advisor](#).

Overview of changes:

| Program Requirements              |                                                                                                                                                                                  |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Requirements                      | Current BGS                                                                                                                                                                      | Requirements        | Fall 2017 BGS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Credits                           | 120                                                                                                                                                                              | Credits             | 120                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Upper-level credits               | 45                                                                                                                                                                               | Upper-level credits | 45                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Overall breadth                   | 2 classes apiece in each of 6 subject clusters (e.g. Humanities) loosely associated with specific learning goals, e.g. "Scientific and natural world, ability to use technology" | Overall breadth     | BGS students must complete courses from at least six different disciplines.<br><br>Specific subject requirements replaced by Core Competency Requirements (see below)                                                                                                                                                                                                                                                                                                                                                                                |
| Program Admissions and Procedures |                                                                                                                                                                                  |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Requirements                      | Current BGS                                                                                                                                                                      | Requirements        | Fall 2017 BGS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Admissions                        | 30 post-secondary credits, of which 9 must be university-level and must include 3 credits of university-level English composition or writing. A 2.0 GPA is also required.        | Admissions          | <p><b>Note:</b> <i>Changes to admissions allow for direct-entry from high school and for non-traditional students who are entering after five or more years in the workforce. Changes also allow for more entryways into the degree using diplomas and Associate's degrees.</i></p> <p><b>Option 1: High school (for students with high school graduation only)</b></p> <ol style="list-style-type: none"> <li>1. BC secondary school graduation or equivalent, and</li> <li>2. A minimum of a C+ in English 12 or equivalent (English 12</li> </ol> |

|  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|  |  |  | <p>First Peoples, English Literature 12, AP English, or IB English A – standard level or higher) and a minimum of a B average in two additional approved Grade 12 courses.</p> <p><b>Out-of-province applicants</b><br/>Students will be considered on the basis of courses equivalent to <a href="#">Approved B.C. Grade 12 courses</a>. See the <a href="#">Admissions section</a> of the calendar for more information on equivalents to B.C. secondary school graduation.</p> <p><b>Out-of-country applicants</b><br/>Students who have B.C. secondary school graduation equivalency, meet the prerequisite for <a href="#">ENGL 105</a> or <a href="#">CMNS 155</a>, and have completed an equivalent average of B (equated to the UFV grading system) in three academic Grade 12 subjects will be admissible.</p> <p>Students who do not meet these requirements might consider <a href="#">Qualifying Studies</a>.</p> <p><b>Option 2: University and College Students (for students with some post-secondary education)</b></p> <p>One of the following is required:</p> <ol style="list-style-type: none"> <li>A minimum of 30 post-secondary credits with a GPA of 2.0 or higher. These 30 credits must include a minimum of nine university-level credits, and a minimum of three credits of English composition or other writing courses, equivalent to ENGL 105, CMNS 125, or CMNS 155.</li> </ol> |
|--|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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|  |  |  | <p>b. Successful completion of a UFV diploma (e.g. General Studies Diploma, Liberal Arts, Diploma, etc.) or BC Associate Degree in Arts or Science.</p> <p>c. Completion of a post-secondary career or technical diploma (minimum of two years post-secondary credit) from a recognized Canadian or International post-secondary institution.</p> <p>Any student who is applying to enter the program with 60 or more credits will also need to submit an Customized Learning Plan (CLP) as part of their application. (See “Customized Learning Plan” below.) CLPs will not be used as a basis for admission.</p> <p>Students who do not meet these requirements might consider <a href="#">Qualifying Studies</a>.</p> <p><b>Option 3: Non-Traditional Student Entrance</b></p> <p>A limited number of seats will be available for students who are starting or returning to university after five or more years in the work force. Applicants must have BC secondary school graduation or equivalent; must meet the requirements for ENGL 105; and must submit a written statement of interest with their application. Students granted entrance under this application category are required to meet with the BGS Advisor prior to application.</p> <p>Students who do not meet these requirements might consider <a href="#">Qualifying Studies</a>.</p> |
|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                              |                                                                                                                                                                                                                                                                    |                                                                                   |                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Program Options</b>                                                                       | No specialization required, but students can complete one of the following option: a Thematic Option that is developed individually, a Thematic Option in Professional Pilot-Fixed Wing, a minor, or an extended minor in programs where minors are not available. | <b>Program Options</b>                                                            | No change to program options. More pre-developed Thematic Options will be available to choose from, although the option to self-design a Thematic Option will still be available.                                                             |
| <b>Program Planning</b>                                                                      | No requirement to submit program plan unless completing a Thematic Option                                                                                                                                                                                          | <b>Program</b>                                                                    | BGS students will be required to submit a Customized Learning Plan (CLP) outlining program completion plans by the time they have completed 60 credits, or upon entry to program, whichever occurs later.                                     |
| <b>Residency</b>                                                                             | Of the 120 credits used in the degree, 30 must be completed at UFV. Of the 45 upper-level credits required in the degree, 15 upper-level credits must be completed at UFV.                                                                                         | <b>Program</b>                                                                    | <i>Note: Change to upper-level residency requirement</i><br>Of the 120 credits used in the degree, 30 must be completed at UFV. Of the 45 upper-level credits required in the degree, <b>24</b> upper-level credits must be completed at UFV. |
| <b>Core Competency Requirements</b>                                                          |                                                                                                                                                                                                                                                                    |                                                                                   |                                                                                                                                                                                                                                               |
| <b>Requirements</b>                                                                          | <b>Current BGS</b>                                                                                                                                                                                                                                                 | <b>Requirements</b>                                                               | <b>Fall 2017 BGS</b>                                                                                                                                                                                                                          |
| <b>Effective Communication Skills (3 credits)</b>                                            | ENGL 105, CMNS 125, CMNS 155, CMNS 251, ENGL 210                                                                                                                                                                                                                   | <b>Core Competency #1: Effective Communications (6 credits)</b>                   | Written communications requirement: ENGL 105 or CMNS 155<br><br>Additional communications (written, visual, oral) requirement: One additional course from list (TBD)                                                                          |
| <b>Critical Thinking, Problem Solving, Mathematical and Scientific Reasoning (6 credits)</b> | 6 credits from Mathematics and Statistics, Philosophy, Psychology                                                                                                                                                                                                  | <b>Core Competency #2: Use and Interpretation of Numerical Data (6-8 credits)</b> | One of: STAT 104, STAT 106, or PSYC 110<br><br>Additional course from list (TBD)                                                                                                                                                              |
| <b>Scientific and Natural World,</b>                                                         | 6 credits from Agriculture, Applied Business                                                                                                                                                                                                                       | <b>Core Competency #3:</b>                                                        | One course in Laboratory Science, selected from list (TBD)                                                                                                                                                                                    |

|                                                                  |                                                                                                                                                      |                                                                   |                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ability to Use Technology (6-8 credits)</b>                   | Technology, Biology, Chemistry, Computer Information Systems, Computing, Geography, Library Technology, Physics                                      | <b>Scientific Literacy (3-4 credits)</b>                          |                                                                                                                                                                                                                                                                                                                                                 |
|                                                                  |                                                                                                                                                      | <b>Core Competency #4: Digital Literacy (3-4 credits)</b>         | Demonstration of competency, through e-Portfolio generated for PORT 399a and PORT 399b, with MS Office, Adobe Suite, or other software package (may be specific to industry, e.g. Library Technology or Graphic and Digital Design). Requirement may be met through completion of software-intensive courses (e.g. LIBT, CIS, COMP, ABT, etc.). |
| <b>Appreciation for Aesthetic and Cultural World (6 credits)</b> | 6 credits in English Literature, Literature in Translation, Modern Language, Theatre, Visual Arts                                                    | No longer required. Met in part through Core Competency #5        |                                                                                                                                                                                                                                                                                                                                                 |
| <b>Social Responsibility and Citizenship (6 credits)</b>         | 6 credits in Anthropology, Economics, History, Latin American Studies, Media and Communication Studies, Political Science, Sociology                 | No longer required. Met in part through Core Competency #5        |                                                                                                                                                                                                                                                                                                                                                 |
| <b>Effective Team and Interpersonal Skills (6 credits)</b>       | 6 credits in Adult Education, Business, Child and Youth Care, Criminology, Health Science, Kinesiology, Social Services, Human Services, Social Work | No longer required. Met in part by Core Competency #6.            |                                                                                                                                                                                                                                                                                                                                                 |
|                                                                  |                                                                                                                                                      | <b>Core Competency #5: Intercultural Engagement (0-3 credits)</b> | One course from list, or demonstration of having met learning outcomes through completion of relevant, intercultural academic experience (e.g. study abroad), work or volunteer experience, as demonstrated in e-Portfolio                                                                                                                      |
|                                                                  |                                                                                                                                                      | <b>Core Competency #6: Applied, Experiential,</b>                 | Successful completion of one of the following: One or more terms of Cooperative Education; Credited Internship or Practicum,                                                                                                                                                                                                                    |

|              |            |                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------|------------|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              |            | <b>and Professional Skills Learning Component (0-9 credits)</b> | any discipline; Credited Study Tour (4 or more credits); 40 hours of Co-Curricular Record experience; Completion of a post-secondary Professional Program (e.g. TESL, Dental Hygiene, Veterinary Technologist) related to learning goals set out in the Customized Learning Plan (CLP) and leading to professional designation or accreditation; Demonstration, through e-Portfolio, of sufficient prior work or volunteer experience relevant to learning goals set out in CLP |
|              |            | <b>Portfolio (8 credits)</b>                                    | 8 Credits, completed as PORT 399a and PORT 399b                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Total</b> | 33 credits | <b>Total</b>                                                    | 26-42 credits                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## GENERAL STUDIES

[ufv.ca/General-Studies](http://ufv.ca/General-Studies)

## Bachelor of General Studies degree

In the Bachelor of General Studies, you can create a **flexible, interdisciplinary** program of study that is customized to suit your own educational and career goals. As part of the program, you develop and demonstrate core competencies highly desired in the workforce (e.g. effective communications, ~~and use of data, etc.~~). You can choose to specialize by working with the BGS Advisor and faculty mentors to plan coursework in a particular topic area (thematic option) or discipline (minor), or you may also choose to complete courses in many different areas, without a specialization.

You can enter into the BGS program directly (i.e. with no previous university experience) or after having completed credits in certificates, diplomas, and associate degrees at UFV and other accredited community colleges and universities. The program allows you to use these credentials to accumulate credits toward the degree.

The Bachelor of General Studies may be the right fit for you if:

- You plan to customize a program of study around a specific theme for which UFV does not offer a major, either out of interest or to help meet a career goal;
- You would like to pursue a diverse program that provides a broad educational background;
- You would like to blend credits from different types of programs, such as Trades and Technology (e.g. automotive, electrical, carpentry, etc.), Professional Programs (e.g. education, business, library technology), and/or Arts and Sciences;
- You intend to become an elementary school teacher;
- Your educational or career interests have changed or you changed institutions partway through your program;
- You want to do a sizeable portion of courses online, or on a part-time basis.

### **What Does the BGS Require?**

In order to complete a BGS, you'll need to:

1. Work with the BGS Advisor or faculty mentor to develop an **Customized Learning Plan** that outlines your program and professional goals, your interest in completing a specialization (Thematic Option or Minor), and what courses you would like to take to complete your degree;
2. Demonstrate **core competencies** in five areas (communications, use of numerical data, digital, intercultural engagement, and scientific literacy), through a combination of classwork and an e-Portfolio;
3. Complete **two advanced portfolio courses**: **PORT 200399a** (for students entering program with less than 90 credits), **PORT 400**, and **IDS 401** (all BGS students); and **PORT 399b**;
4. Complete courses in at least **six separate disciplines** of your choosing;
5. Demonstrate relevant professional, volunteer, and/or applied learning **experience**, through combination of e-Portfolio and coursework.

For more detailed information on specific requirements, please see "BGS Requirements" below.

### **Can I Use My Professional Experience Towards the BGS?**

Potentially, yes! The Prior Learning Assessment and Recognition (PLAR) process allows students the opportunity to have non-traditional learning and work experience assessed for credit. PLAR may also be used to assess whether core competencies have been met. Please contact the BGS Advisor for more information.

### **How Can I Use My Prior Education in the BGS?**

In most cases, yes! Because of the BGS's flexible pathways, students can integrate prior university learning in a variety of program types (including professional programs and technology studies) within the BGS degree. University-level courses or credentials in other programs or at other institutions may even meet demonstrate some of the core competencies required (see "BGS Program Requirements" below). All students must meet the **residency requirements** (see below). Students that have completed another degree and are wanting to complete a subsequent degree should refer to the subsequent degree policy (see below under "Additional Policies and Practices"). In order to assess how you can use prior academic learning as part of their degree plan, schedule an appointment with the BGS Advisor.

### **Residency Requirements**

Students can complete academic course work at another post-secondary institution and transfer this credit to UFV to satisfy BGS degree requirements, under the following restrictions:

- Of the BGS overall total of 120 credits, 30 credits must be completed at UFV.
- Of the BGS upper-level total of 45 credits, 24 upper-level credits must be completed at UFV.
- For a minor program, at least 50 percent of the required upper-level credits in the specific discipline must be completed at UFV.

Provided those requirements are met, up to 50% of credits required for the degree may be met through recognition of non-formal credit through the PLAR process (including course challenges). Total transfer credit and prior learning credit must not exceed 90 credits.

The Bachelor of General Studies is a flexible, interdisciplinary degree that can be customized to suit different educational and career goals. Students can focus studies on one or two areas, or complete courses from many areas. While there are some courses that provide the framework for the degree, the program provides an opportunity for students to design their own education.

The BGS program accepts credits from certificates, diplomas, and associate degrees from accredited community colleges and universities. The program allows students to build on their previous credentials or to use these credentials to accumulate credits toward the degree.

All Bachelor of General Studies students are expected to gain a broad general educational background and are required to complete course work selected from a variety of disciplines (breadth requirements). In addition to satisfying the breadth requirements, students select elective courses that lead to a General Option, a Thematic Option, or one or more minors.

## **Entrance requirements**

### **Option 1: High school (for students with high school graduation only)**

1. ~~1~~-BC secondary school graduation or equivalent.
2. \_\_\_\_\_

~~2~~-A minimum of a C+ in English 12 or equivalent (English 12 First Peoples, English Literature 12, AP

English, or IB English A – standard level or higher) and a minimum of a B average in two additional approved Grade 12 courses.  
~~A minimum of a B average in English 12 and two other Approved Grade 12 courses; or the prerequisite for ENGL 105 and a B average in three Approved Grade 12 courses.~~

**Out-of-province applicants**

Students will be considered on the basis of courses equivalent to Approved B.C. Grade 12 courses. See the Admissions section of the calendar for more information on equivalents to B.C. secondary school graduation.

**Out-of-country applicants**

Students who have B.C. secondary school graduation equivalency, meet the prerequisite for ENGL 105 or CMNS 155, and have completed an equivalent average of B (equated to the UFV grading system) in three academic Grade 12 subjects will be admissible.

Students who do not meet these requirements might consider Qualifying Studies.

**Option 2: University and College Students (for students with some post-secondary education)**

One of the following is required:

- a. A minimum of 30 post-secondary credits with a GPA of 2.0 or higher. These 30 credits must include a minimum of nine university-level credits, and a minimum of three credits of English composition or other writing courses, equivalent to ENGL 105, CMNS 125, or CMNS 155.
- b. Successful completion of a UFV diploma (e.g. General Studies Diploma, Liberal Arts, Diploma, etc.) or BC Associate Degree in Arts or Science.
- c. Completion of a post-secondary career or technical diploma (minimum of two years post-secondary credit) from a recognized Canadian or International post-secondary institution.

Any student who is applying to enter the program with 60 or more credits will also need to submit an Customized Learning Plan (CLP) as part of their application. (See "Customized Learning Plan" below.) CLPs will not be used as a basis for admission.

Students who do not meet these requirements might consider Qualifying Studies.

**Option 3: Non-Traditional Student Entrance**

A limited number of seats will be available for students who are starting or returning to university after five or more years in the work force. Applicants must have BC secondary school graduation or equivalent; must meet the requirements for ENGL 105; and must submit a written statement of interest with their application. Students granted entrance under this application category are required to meet with the BGS Advisor prior to application.

Students who do not meet these requirements might consider Qualifying Studies.

~~Applicants must have successfully completed 30 post-secondary credits of which nine must be university level and must include three credits of English composition or writing. A 2.0 GPA is required for entry into the degree program.~~

~~Post-secondary refers to credits that are transcribed by UFV as 100-level or higher. University level refers to credits that are transferable to one of the public universities in Canada.~~

## **When to apply**

Applications are accepted for entrance to the Fall, Winter, and Summer semesters. For application deadlines, see **Specific intake application process.**

## How to apply

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

Additional documents required for a complete application:

- [Official transcripts](#) (or interim transcripts) from all post-secondary institutions attended. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer credit](#) section for details.
- 2. ~~2.~~ You will be advised of an admission decision and, if accepted, will be provided with registration information.
- 3. ~~3.~~ In cases where course work is in progress, an admission decision may be made conditional upon completion of academic requirements.

## Basis for admission decision

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

## ~~Declaration of general, minors, or thematic option~~

~~Students may formally declare minors or intention to complete a thematic option after they have been accepted. Unless otherwise stated, to be eligible to declare minors, students must have earned a minimum grade of C on each of the required courses for the subject discipline. (Some areas have specific requirements; these are listed in the calendar under the relevant discipline.) Students are encouraged to declare minors or their intention to complete a thematic option as soon as they can.~~

~~Please note that the number of students wanting to enter any minor program may exceed capacity. Departments reserve the right to select competitively if necessary. UFV cannot guarantee available seats in required program courses on demand.~~

## Fees and additional costs

See the [Fees and Other Costs](#) section. ~~Books and additional supplies cost approximately \$100 per course. Students should also budget for textbooks and supplies. Costs for these vary by program.~~

### Bachelor of General Studies requirements

There are four sets of requirements for the BGS.

1. Program requirements
2. Core Competencies and Breadth requirements
3. Completion of the Customized Learning Plan (CLP)

4. Electives for the General option, minor(s), or Thematic option

**1. Program requirements**

To receive a Bachelor of General Studies degree students must complete a minimum:

- 120 credits with a cumulative grade point average (CGPA) of 2.0 or higher, of which 30 must be completed at UFV;
- 45 upper-level credits, of which 24 are completed at UFV;
- CGPA of 2.0 in the BGS program;
- CGPA in courses for minor(s), as specified by minor program;
- GPA of 2.0 in all upper-level credits;
- The 120 credits must incorporate the breadth and core competency requirements;
- Completion of PORT 399a and PORT 399b;
- ~~• Students entering the BGS program with fewer than 90 credits are required to complete IDS 201 and IDS 401;~~
- ~~• Students entering the BGS program with more than 90 credits are required to complete IDS 401; IDS 201 is recommended but not required.~~

**2. Core Competencies and Breadth Requirements**

**Core Competency #1: Effective Communications**

- One of: ENGL 105, CMNS 125, CMNS 155
- Additional course in -ENGL, CMNS, GDD, VA, or from list of selected courses (TBD)  
or one of: GEOG 257 (writing or communications)

**Core Competency #2: Use and Interpretation of Numerical Data**

- One of: STAT 104, STAT 106, or PSYC 110
- Additional course in STAT or MATH, or one of: PHIL 100, AGRI 142, BUS 143, CRIM 220, GEOG 252, SOC 255, CIS 110, BUS 160, AGRI 142, BUS 143 (any else?)

**Core Competency #3: Scientific Literacy**

- Course in Laboratory Science, chosen from one of:
  - o AGRI 123, 124, 129, or 163
  - o ASTR 103 or 104
  - o BIO, 100-level or higher
  - o CHEM, 100-level or higher
  - o GEOG 101, 102, 103, or 116
  - o HSC 111 or 112
  - o KPE 163 or 170
  - o PHYS 100-level or higher
  - o PSYC 202

**Core Competency #4: Digital Literacy**

- Demonstration of professional competency, through e-Portfolio generated for +DSPORT 399a-401-, with MS Office, Adobe Suite, or other software package (may be specific to industry, e.g. Library Technology or Graphic and Digital Design). Requirement may be met through completion of software-intensive courses (e.g. LIBT, CIS, COMP, ABT, etc.).

**Core Competency #5: Intercultural Engagement**

- One course from list (TBD), or
- Demonstration of having met learning outcomes through completion of relevant, intercultural academic experience (e.g. study abroad), work or volunteer experience, as demonstrated in e-Portfolio

**Breadth Requirement**

- Completion of one or more courses in each of at least six separate disciplines, as identified by course prefix (e.g. AGRI, ANTH, ASTR, BIO, BUS, etc.).

#### **Applied, Experiential, and Professional Skills Learning Component**

- Successful completion of one of the following:
  - o One or more terms of Cooperative Education
  - o Credited Internship or Practicum, any discipline
  - o Credited Study Tour (4 or more credits)
  - o 40 hours of Co-Curricular Record experience
  - o Completion of a post-secondary Professional Program (e.g. TESL, Dental Hygiene, Veterinary Technologist) related to learning goals set out in the Individual Learning Plan and leading to professional designation or accreditation
  - o Demonstration, through e-Portfolio, of sufficient prior work or volunteer experience relevant to learning goals set out in Individual Learning Plan

### **3. Customized Learning Plans (CLPs)**

BGS students are required to submit a Customized Learning Plan (CLP) as part of their program planning and requirements. The CLP requires the student to identify the following:

- Learning and professional goals;
- Previous coursework;
- Explanation of how student's proposed program will be used to meet their learning and professional goals;
- Identification (if any) of any Thematic Option or Minor option that the student plans to complete as part of their degree;
- If proposing a Thematic Option, then a list of planned coursework and a timeline for completion is also to be included.

Students completing IDS 201 will be introduced to how to develop their CLPs. However, they may choose to do so on their own, using Students will develop their CLP using on-line BGS supports and in consultation with the BGS Advisor. Students will need to submit their CLPs before they have completed 60 university-level credits, including PLAR. A hold may be placed on registration until the CLP is submitted.

Students who are applying to enter the BGS after having already completed 60 or more university-level credits will need to submit their CLPs with their application. CLPs will not be used as a basis for admission, but are required to ensure appropriate the student can complete any planned coursework or specializations in time.

For more information, deadlines, and to obtain CLP forms, please refer to the Bachelor of General Studies website.

### **4. Degree Pathways: ~~General Option, Minor(s), Thematic Options, Thematic Option (Professional Pilot Training)s, Minors, and Cooperative Education, and General Option~~**

All of the options must include courses to obtain at least 120 credits of which at least 45 must be upper level credits completed with at minimum a 2.0 grade point average. Students must declare which option they plan to pursue by 60 credits or, for transfer students with more than 60 credits, at time of entry.

#### **General option**

Students select courses to complete a minimum of 120 credits, of which at least 45 must be 300 or 400 level. Students are eligible to select any course for which they meet the prerequisites. Choice should include courses that enhance the intended career path, or meet prerequisites for professional programs, or for expanding academic knowledge. The program is built according to the intended learning goals of the individual.

### **Minors**

~~Students select electives to complete one or more minors. Refer to the appropriate calendar details for minor requirements. Of the 120 credit minimum, at least 45 must be 300 or 400 level, which allows for completion of up to three minors. Typically, minors require at least 15 upper-level credits taken within a single discipline (unless otherwise specified in the academic calendar). Students can choose from any existing minors in Arts, Science, or Professional Studies.~~

### **Thematic Option**

~~The purpose of the Thematic Option is to enable students to create a meaningful education plan that encourages the crossing of disciplinary boundaries so as to combine learning in an area where major or minors are not offered. The programs are individualized and allow students to pursue specific learning goals.~~

The Thematic option allows students to create a customized ~~n-individualized~~ program of study from a variety of disciplines that form a common theme, such as indigenous studies, explorations of aging, gender studies, international development, language and culture, advertising and social communication, or Middle Eastern studies.

Please see Bachelor of General Studies website for more information on building your Thematic Option ~~or on selecting from an existing Thematic Option.~~

~~Students selecting this option must submit a Thematic Option must identify this within their Customized Learning Plan (CLP). Students choosing to complete a Thematic Option after the CLP can submit a separate proposal but should do so before 90 credits in order to ensure that sufficient time is available to complete requirements. The plan must include courses that satisfy the general degree requirements and show how the courses support the theme. The requirements and details are located on the BGS website.~~

### **Thematic Option in Professional Pilot Training (Fixed Wing)**

The BGS offers a departmentally approved Thematic Option for students who are completing the Aviation program. This program includes courses for obtaining private and commercial licenses and one of the specialized advanced options: heavy jet or professional flight instructor. Upon successful completion of the BGS requirements and Aviation courses students obtain a Thematic Option: Professional Pilot Training – Fixed Wing. Students can select elective courses to complete one or more minors, or select courses for interest.

For this specialized option, students must be apply and be admitted to the Aviation program. Please refer to the Aviation section of the UFV calendar and to the Coastal Pacific Aviation website for further details about admission requirements and application processes.

### **Minors**

~~Students select electives to complete one or more minors. Refer to the appropriate calendar details for minor requirements. Of the 120 credit minimum, at least 45 must be 300 or 400 level, which allows for completion of up to three minors. Typically, minors require at least 15 upper-level credits taken within a single discipline (unless otherwise specified in the academic calendar).~~

~~Students can choose from any existing minors in Arts, Science, or Professional Studies.~~

### **Cooperative Education Option**

The Co-operative Education option provides students with the opportunity to acquire paid, career-related work experience in conjunction with their studies in the Bachelor of General Studies degree program. See the Co-operative Education section for more details.

### **General option**

Students select courses to complete a minimum of 120 credits, of which at least 45 must be 300 or 400 level. Students are eligible to select any course for which they meet the prerequisites. Choice should include courses that enhance the intended career path, or meet prerequisites for professional programs, or for expanding academic knowledge. The program is built according to the intended learning goals of the individual.

### **Additional Policies and Practices**

1. Declaration of General Option, Minors, or Thematic Options
2. Use of Courses from Other Institutions
3. Subsequent Degree
4. Course Duplication
5. Continuance and Readmission
6. Graduation
7. Course Listings

### **Declaration of General Option, Minors, or Thematic Option**

Students may formally declare minors or intention to complete a thematic option as part of their Customized Learning Plan once they have been accepted. All BGS students entering the program with fewer than 60 credits are required to submit their Customized Learning Plans (CLPs) and their declarations of minors or thematic options by 60 credits. Students entering the BGS program with more than 60 credits will submit their CLPs and declare their intention to complete minors/ thematic options at time of application.

Students may request to declare a minor or Thematic Option after 60 credits on a case-by-case basis. Students who do not meet the requirements of their planned minor or Thematic Option will graduate with a BGS, general option.

Unless otherwise stated, to be eligible to declare minors, students must have met the minimum GPA required by the minor program. Students are encouraged to declare minors or their intention to complete a Thematic Option as soon as they can.

Please note that the number of students wanting to enter any minor program may exceed capacity. Departments reserve the right to select competitively if necessary. UFV cannot guarantee available seats in required program courses on demand.

## **Courses at from other institutions**

UFV students who wish to take academic work at other institutions for credit toward the degree must obtain permission in advance from an advisor. A letter of permission request is available at [ufv.ca/admissions](http://ufv.ca/admissions) or can be obtained from the Office of the Registrar. Students must be in good standing (CGPA > 2.0) to receive a letter of permission. When approval has been granted, the Registrar's office will issue a Letter of Permission to the student.

Except as noted below, total transfer and course challenge credits, including prior learning credit, may not exceed 90, and not more than 30 transfer credits may count toward upper-level requirements. A minimum of 15 upper level credits must be completed at UFV. Within these limits, transfer credit may be applied to the BGS with courses passed with a grade of P or higher. A P grade may not be sufficient for prerequisite purposes. Transfer credit is not used in the calculation of the institutional cumulative grade point average but will be used to calculate grade point average for program graduation purposes.

**Subsequent degree**

Students who have already completed a recognized degree at the bachelor's level may be granted an additional bachelor's degree provided that the two degrees are significantly different and that the student has met the program requirements. For this reason, students using the BGS as a second degree are required to complete either a minor or a Thematic Option in an area different from their first degree.

No more than 75% of the credits required for the additional degree may be applied from any previous degree. At least 30 upper-level (300-400) credits for the subsequent degree must be taken at UFV. Refer to the subsequent degree policy for further details.

**Course duplication**

Duplication refers to taking a course more than once.

Under university policy, students may not register for a course more than twice without permission of the appropriate dean or designate. Where a course has been repeated, for the purpose of the grade point average (GPA) UFV includes only the higher grade, but all attempts appear on the transcript. Some programs limit the number of courses which can be repeated. Transferred courses are considered in the number of attempts. See UFV's Course Repeat policy (86).

A "W" or an "AU" in a course is not counted as duplication. Multiple repeats of the same course count as a single duplication.

No more than five course duplications will be permitted on courses which apply to the BGS. A "W" or an "AU" in a course is not counted as a duplication. Multiple repeats of the same course count as a single duplication.

Note: Repeats of lower-level Theatre practicum courses are exempt from the duplication rule when a grade of P or higher is achieved.

**Continuance and Readmission****Standing required for continuance**

All students accepted into the BGS program at UFV are expected to maintain acceptable standards of scholarship. Specifically, they are expected to maintain a minimum 2.0 CGPA on all courses.

**Undergraduate continuance**

Academic standing will be governed by UFV's Undergraduate Continuance policy (92). Students must have a CGPA of at least 2.0 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 the University. Students on Academic Warning or Academic Probation are limited to registering in 10 credits.

The academic standing of all students covered under this policy for courses where letter grades are assigned will be determined at intervals of 9 credits at the start of a student's academic career and then at the end of every term after 27 credits have been completed. Students will be assessed after every term enrolled, but Academic Standing will only change at the intervals noted above. Students' academic standing will be permanently reflected on their student record and will appear on official and unofficial transcripts.

**Re-admission**

A student who is required to withdraw from the BGS program must submit an appeal for re-admission to the BGS Advisor if he/she wishes to resume studies in the degree program.

Students who have been required to withdraw will be advised to complete a further nine credits of academic work or to repeat a similar amount of academic work taken previously in order to demonstrate their academic abilities. Appeals must be received at least three months before the start of the semester for which a student has applied. Re-admission is not automatic. If readmitted, students will be placed on Academic Warning again, subject to the conditions for Academic Warning as described above.

#### **Standing on re-admission**

If readmitted, students will be placed on academic warning again, subject to the conditions for academic warning as described above.

## **Residency**

~~Students can complete academic course work at another post-secondary institution and transfer this credit to UFV to satisfy BGS degree requirements, under the following restrictions:~~

- ~~• Of the BGS overall total of 120 credits, 30 credits must be completed at UFV.~~
- ~~• Of the BGS upper-level total of 45 credits, 15 upper-level credits must be completed at UFV.~~
- ~~• For a minor program, at least 50 percent of the required upper-level credits in the specific discipline must be completed at UFV.~~

~~Provided those requirements are met, up to 50% of credits required for the degree may be met through recognition of non-formal credit through the PLAR process (including course challenges). Total transfer credit and prior learning credit must not exceed 90 credits.~~

## **Graduation**

It is the student's responsibility to ensure all program requirements are met. This should be done by regular consultation with a Program Advisor. Degree candidates who qualify to receive a UFV degree must be approved by the Program Advisor and Senate.

Students must apply for graduation by completing the Graduation Request form available at [ufv.ca/admissions](http://ufv.ca/admissions), or from the Office of the Registrar. We recommend this be done in the first month of the final semester. The final deadline for students who wish to attend the June Convocation ceremony is April 1st of each year, with all program requirements completed by April 30th of each year.

## **Course duplication**

Duplication refers to taking a course more than once

Under university policy, students may not register for a course more than twice without permission of the appropriate dean or designate. Where a course has been repeated, for the purpose of the

grade point average (GPA) UFV includes only the higher grade, but all attempts appear on the transcript. Some programs limit the number of courses which can be repeated. Transferred courses are considered in the number of attempts. See UFV's **Course Repeat policy (86)**.

A "W" or an "AU" in a course is not counted as duplication. Multiple repeats of the same course count as a single duplication.

Note: Repeats of lower-level Theatre practicum courses are exempt from the duplication rule when a grade of P or higher is achieved.

## **Program requirements**

Standing required for continuance

All students accepted into the BGS program at UFV are expected to maintain acceptable standards of scholarship. Specifically, they are expected to maintain a minimum 2.0 CGPA on all courses.

Undergraduate continuance

Academic standing will be governed by UFV's **Undergraduate Continuance policy (92)**. 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.

The academic standing of all students covered under this policy for courses where letter grades are assigned will be determined at intervals of 9 credits at the start of a student's academic career and then at the end of every term after 27 credits have been completed. Students will be assessed after every term enrolled, but Academic Standing will only change at the intervals noted above. Students' academic standing will be permanently reflected on their student record and will appear on official and unofficial transcripts.

~~After each semester, students put on Academic Warning, Academic Probation, or Required to Withdraw status or who are continued on Warning or Probation will be notified by the Registrar.~~

#### ~~Required to withdraw~~

~~Students who have been required to withdraw from the degree program may have the opportunity to continue to take courses as a Qualifying Studies student; however, they may not register for any upper-level courses.~~

#### ~~Re-admission~~

~~A student who is required to withdraw from the BGS program must submit an appeal for re-admission to the BGS educational advisor if he/she wishes to resume studies in the degree program.~~

~~Students who have been required to withdraw will be advised to complete a further nine credits of academic work or to repeat a similar amount of academic work taken previously in order to demonstrate their academic abilities. Appeals must be received at least three months before the start of the semester for which a student has applied. Re-admission is not automatic. If readmitted, students will be placed on Academic Warning again, subject to the conditions for Academic Warning as described above.~~

#### ~~Standing on re-admission~~

~~If readmitted, students will be placed on academic warning again, subject to the conditions for academic warning as described above.~~

### **Subsequent degree**

~~Students who have already completed a degree at the bachelor's level may be granted an additional bachelor's degree provided that the two degrees are significantly different and that the student has met the program requirements. No more than 75% of the credits required for the additional degree may be applied from any previous degree. At least 30 upper-level (300-400) credits for the subsequent degree must be taken at UFV. Refer to the subsequent degree policy for further details.~~

### **Bachelor of General Studies requirements**

There are three sets of requirements for the BGS.

1. Program requirements

2. Breadth requirements

3. Electives for the General option, minor(s), or Thematic option

Program requirements

To receive a Bachelor of General Studies degree student must complete a minimum:

- 120 credits with a cumulative grade point average (CGPA) of 2.0 or higher
- 33 general breadth requirements
- 45 upper-level credits
- CGPA of 2.0 in the BGS program
- CGPA in courses for minor(s) (unless otherwise stated)
- GPA of 2.0 in all upper-level credits

The 120 credits must incorporate the breadth requirements as well as include appropriate electives.

## • Breadth requirements

Graduates are expected to have:

- effective written and oral communication skills
- effective team and interpersonal skills
- ability to think critically, problem solve, and apply mathematical and scientific reasoning
- an understanding of the scientific and natural world and the ability to use technology
- a sense of social responsibility and citizenship and an understanding of the global context in which we live and work
- an appreciation of the aesthetic and cultural world

These breadth requirements can be satisfied by successfully completing at least 33 credits in six or more subject areas from the categories listed below:

**Effective communication skills (3 credits)**

- ENGL 105, CMNS 125, CMNS 155, CMNS 251, ENGL 210

**Effective team and interpersonal skills (6 credits)**

- Adult Education, Business, Child and Youth Care, Criminology, Health Science, Kinesiology, Social Services, Human Services, Social Work

**Critical thinking, problem solving, mathematical and scientific reasoning (6 credits)**

- Mathematics and Statistics, Philosophy, Psychology

**Scientific and natural world, ability to use technology (6 credits)**

- Agriculture, Applied Business Technology, Biology, Chemistry, Computer Information Systems, Computing, Geography, Library Technology, Physics

**Social responsibility and citizenship (6 credits)**

- Anthropology, Economics, History, Latin American Studies, Media and Communication Studies, Political Science, Sociology

**Appreciation for the aesthetic and cultural world (6 credits)**

- English Literature, Literature in Translation, Modern Language, Theatre, Visual Arts

**Electives for General option, minor(s), or Thematic option**

All of the options must include courses to obtain at least 120 credits of which at least 45 must be upper-level credits completed with at minimum 2.0 grade point average.

General option

Students select courses to complete a minimum of 120 credits, of which at least 45 must be 300 or 400 level. Students are eligible to select any course for which they meet the prerequisites. Choice should include courses that enhance the intended career path, or meet prerequisites for professional programs, or for expanding academic knowledge. The program is built according to the intended learning goals of the individual.

#### **Minors**

Students select electives to complete one or more minors. Refer to the appropriate calendar details for minor requirements. Of the 120 credit minimum, at least 45 must be 300 or 400 level, which allows for completion of up to three minors. Typically, minors require at least 15 upper-level credits taken within a single discipline (unless otherwise specified in the academic calendar).

Students can choose from any existing minors in Arts, Science, or Professional Studies.

#### **Thematic option — Individualized**

The purpose of the Thematic option is to enable students to create a meaningful education plan that encourages the crossing of disciplinary boundaries to combine learning in an area where major or minors are not offered. The programs are individualized and allow students to pursue specific learning goals.

The Thematic option allows students to create an individualized program of study from a variety of disciplines that form a common theme, such as indigenous studies, explorations of aging, gender studies, international development, language and culture, advertising and social communication, or Middle Eastern studies.

Students selecting this option must submit a Thematic Option proposal. The plan must include courses that satisfy the general degree requirements and show how the courses support the theme. The requirements and details are located on the BGS website.

#### **Thematic option — Departmentally developed**

##### **Professional Pilot Training (Fixed Wing)**

The BGS offers a departmentally approved Thematic option for students who are completing the Aviation program. This program includes courses for obtaining private and commercial licenses and

one of the specialized advanced options: heavy jet or professional flight instructor. Upon successful completion of the BGS requirements and Aviation courses students obtain a Thematic option: Professional Pilot Training — Fixed Wing. Students can select courses to complete one or more minors or select courses for interest.

For this specialized option, students must be apply and be admitted to the Aviation program. Please refer to the [Aviation](#) section of the UFV calendar and to the [Coastal Pacific Aviation website](#) for further details about admission requirements and application processes.

#### Co-operative Education option

The Co-operative Education option provides students with the opportunity to acquire paid, career-related work experience in conjunction with their studies in the Bachelor of General Studies degree program. See the [Co-operative Education](#) section for more details.

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

Prior Learning Assessment and Recognition process allows students the opportunity to have non-traditional learning and work experience assessed for credit. For further details please see [Prior Learning Assessment and Recognition](#).

## Course listings

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

**Memo for Program Changes**

To: UEC

From: Amber Johnston – Chair, KIN Curriculum Committee

Date: December 1, 2015

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

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

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

2. Rationale for change(s):

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

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

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

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

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

- 4. What consideration has been given to indigenizing the curriculum?
- 5. Will additional resources be required? If so, how will these costs be covered? **None**

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? **These entrance requirement changes should increase student enrolment, or at least increase opportunity for applicants.**
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? **N/A**
8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) **Calendar and online program information will need to be updated, see track changes below. There are noted changes on the admission section (removal of interview) and course repetition section (change to 6 upper level repeats: rationale for this is that many students repeat upper level courses when trying to upgrade for post graduate entrance requirements) – all of these noted changes were supported with a Department Motion in December 2013 but have not been reflected in the calendar, therefore these changes are being updated.**
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. **N/A**
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. **N/A**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Option 3 - Departmental Discretionary Admission

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

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

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

**ADDITIONAL CALENDAR CHANGES:**

**BASIS FOR ADMISSION SECTION**

~~Direct entry from high school~~ High School Entry

~~There are a limited number of seats available in the Bachelor of Kinesiology degree program. Acceptance into the Kinesiology program will be determined through a first-come first-serve basis, assuming entrance requirements are met. Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and application fee have been submitted.~~

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

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

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

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

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

~~Second-year entry from university~~ University Entrance

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

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

a. GPA on the required courses for application

b. Overall GPA

#### **COURSE REPETITION SECTION**

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

**Memo for Program Changes**

To: **UEC Screening Committee**  
From: **John English, Dean - Faculty of Applied & Technical Studies**  
Date: **January 4, 2016**  
Subject: **Program change: Entrance Requirements for Trades programs**

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The Applied & Technical Studies Curriculum Committee reviewed the proposed program changes to the entrance requirements and reported to the Applied & Technical Studies Faculty Council.

The Applied & Technical Studies Faculty Council met on November 12, 2015 and December 3, 2015 and passed the following motion:

**N. Penner/M. Ryan**

***THAT, the Applied & Technical Studies faculty council approve changes to prerequisites of all programs (except as noted) as follows:***

1. B.C. secondary school graduation **or** equivalent **or** mature student status (age 19 years +);  
**and**
2. Successful completion of grade 10 math or UFV equivalent with a 'C' grade or better or successful completion of a UFV trades math entrance exam; **and**
3. Successful completion of grade 12 English or Communications or equivalent with a 'C' grade or better **or** successful completion of a Reading comprehension entrance exam.

Note: Students who have not been in any schooling for more than 3 years are strongly advised to take the recommended mathematics assessment test to determine level of preparedness. The assessment test may identify specific areas that require strengthening to optimize the opportunities for program success. In most cases, upgrading can be taken simultaneously with the program.

These changes to the wording of the pre-requisites are for all programs (with the exception of Drafting and Electrical). Drafting will remain as is and Electrical will require a Math 10 '**B**' grade or better.

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

2/12/2016

# TRADES ENTRANCE REQUIREMENTS

Proposed Changes



Deborah Hawkes and Melissa Bukta  
UNIVERSITY OF THE FRASER VALLEY  
FACULTY OF APPLIED & TECHNICAL STUDIES

*Trades Entrance Requirements - Proposed Changes, December 2015*

**Memo for Program Changes**

**To: John English, Dean, Faculty of Applied & Technical Studies**

**From: Deborah Hawkes & Melissa Bukta on behalf of the Office of the Associate Dean in Trades**

**Date: December 3, 2015, (edits made February 12, 2016 after CWC)**

**Subject: Program change: Entrance Requirements for all Trades programs;**

1. Summary of changes (select all the apply):
  - ☒ Change in requirements for admission
2. Rationale for change(s): **See attached proposal.**
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:
4. What consideration has been given to indigenizing the curriculum? **See attached proposal.**
5. Will additional resources be required? If so, how will these costs be covered? **No additional resources are required.**
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? **See attached proposal, this is expected to increase enrolment.**
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? **N/A**
8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) **N/A**
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. **N/A**
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. **There are no budgetary implications.**

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**X**

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John English  
Dean, Faculty of Applied & Technical Studies

**TRADES ENTRANCE REQUIREMENTS**

The goal of this review was to evaluate and change the Trades entrance requirements to be able to:

- eliminate barriers for potential mature students;
- avoid duplication of entrance requirements;
- bring the entrance requirements for our programs more in-line with other institutions that offer trades training in BC;
- give students who meet the requirements at the time of application a quicker response;
- ensure a consistent standard is applied;
- maintain the integrity of our programs and integrate effectively with the rest of the university; and
- be in effect for September 2016.

**CURRENT STANDARD LANGUAGE AROUND ENTRANCE FOR TRADES**

- high school graduation or equivalent (or a letter from your school stating you will graduate)
- successful completion of math and reading entrance exam

**PROPOSED NEW STANDARD LANGUAGE AROUND ENTRANCE FOR TRADES**

- B.C. secondary school graduation **or** equivalent **or** mature student status (age 19 years +); **and**
- Successful completion of any Mathematics 10 (or higher grade) or equivalent with a C grade or better; Foundations of Mathematics, Pre-calculus, Apprenticeship and Workplace Mathematics, MATH 072 or MATH 076; **or** successful completion of a UFV trades math entrance exam; **and**
- Successful completion of English 12 **or** equivalent (English Literature 12, English 12 First Peoples, International baccalaureate English A (standard level or higher level), Advanced Placement English.) with a C grade, or
  - UFV Accuplacer Reading comprehension score of 80 or better, together with Accuplacer WritePlacer score of 6 or better on the 8-point scale.
  - UFV CPT (Composition Placement Test) – score of 41 or higher,
  - TOEFL iBT score of 80 with no section below 19, or
  - Completion of any other test score or course grade listed in the Entry-level Post-secondary [English language proficiency standards](#).

**Note:** Students who have not been in any schooling for more than 3 years are strongly advised to take the recommended mathematics assessment test to determine level of preparedness. The assessment test may identify areas that require strengthening to optimize the opportunities for program success. In most cases, upgrading can be taken simultaneously with the program.

**ELIMINATING BARRIERS**

Currently our entrance requirements state that a high school graduation is mandatory. This quite often presents as a barrier for mature students who for whatever reason have not graduated from high school but otherwise meet the entrance requirements and in most cases are more than prepared to take on our trades programs and be successful. We believe we are losing potential students to this hurdle. The whole idea of having entrance requirements is to make sure our students have at least the basic necessary skills coming in that will be required in

*Trades Entrance Requirements - Proposed Changes, December 2015*

order to be successful in our programs; we see that as an appropriate level of math and the ability to learn in English.

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**AVOIDING DUPLICATION OF ENTRANCE REQUIREMENTS**

If a potential student meets the English 12 and Math 10 entrance requirement then we should not be asking them to take our entrance exams which would be evaluating their English and Math again. Entrance tests should be reserved for those applicants who do not meet the entrance requirements otherwise. By changing our entrance requirements the way we are proposing we will be greatly reducing the number of entrance exams that will need to be taken thereby reducing the duplication in credential checking. In some cases we will be eliminating the need for out-of-town applicants to travel to Chilliwack specifically to take our entrance test if they can demonstrate on their transcripts that they meet the entrance requirements.

---

**PROVINCIAL COMPARISON**

We studied 4 institutions in BC that offer trades training similar to UFV; Thompson Rivers University (TRU), Kwantlen Polytechnic University (KPU), Okanagan College (OKC), and British Columbia Institute of Technology (BCIT). We compared their entrance requirements to our own to ensure that our proposed changes were reasonable and within the standard already being applied around the province. We also compared our entrance requirements to what the Industry Training Authority (ITA) recommends and in all cases we met or exceeded their recommended standards.

We are changing our entrance requirements by not making the high school graduation mandatory for mature students (19+ on first day of classes). Instead, we are asking for English or Communications 12 and a Math 11 which are graduation required courses in high school. Alternatively, successful completion of our trades reading comprehension and math entrance tests. This will eliminate a lot of unnecessary testing for students who can demonstrate that they meet the entrance requirements at the time of application and also give an alternative to those students who do not. For detailed information on the provincial comparison and ITA recommended standards, see Appendix C & D attached. The table below demonstrates what the entrance requirements are on average for each of the institutions we studied.

**MOST COMMONLY APPLIED ENTRANCE REQUIREMENTS:**

|                               | TRU | KPU         | OKC          | BCIT         |
|-------------------------------|-----|-------------|--------------|--------------|
| <b>High School Graduation</b> | ✓   |             |              |              |
| <b>English</b>                |     | Engl 12 'C' | Engl 10, 50% | Engl 10, 50% |
| <b>Math</b>                   |     | Math 11 'C' | Math 11, 50% | Math 11, 50% |
| <b>Entrance Test</b>          | YES | YES         | YES          | YES          |

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**APPLICATION PROCESS WILL BE MORE AUTOMATED**

Currently the trades' application process is manual and involves the Trades Department Assistants reviewing each application. When a student applies to a Trades program, the application is processed by the Office of the Registrar

*Trades Entrance Requirements - Proposed Changes, December 2015*

(OReg), as “ready for review by program”. The application status remains as such until that student accepts a seat and is admitted into a program. In some cases this process can take up to three years. Students are dependent on the Trades department to contact them several times; to schedule an entrance exam (phone and email), provide entrance exam results (email), provide estimated waitlist times (email), and offer them a seat (phone and email).

After meeting with OReg staff and discussing our proposed entrance requirement changes we have come up with a process that will be more automated and put the student in-charge of their trade program application.

---

**INTEGRATE EFFECTIVELY WITH THE REST OF THE UNIVERSITY**

Our proposed entrance requirements are in-line with that of other programs at UFV including; some of UFV’s diploma programs in the College of Arts, some certificate programs in the Faculty of Health Sciences, and in the Qualifying Studies option for the Faculty of Science. Samples of calendar copy of the above mentioned programs are included in Appendix E.

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**INDIGENIZING THE CURRICULUM**

We met with Shirley Hardman, Senior Advisor on Indigenous Affairs for UFV to discuss indigenization and to ensure that we use practical approaches to incorporating Indigenous considerations in our changes. As a result, we have discovered areas of improvement in our current processes.

- We have attended as an exhibitor at the Aboriginal Employment and Career Fair held in Chilliwack for the past three years and will continue to attend. Here we connect with potential students and network with local Aboriginal service agencies to bring awareness to trades programming.
- We will connect with UFV’s Aboriginal Access Services department to establish a relationship so we can send information about trades programming, programs with availability, and connect students when required with the Aboriginal Access Centre.
- With a view to create a welcoming and supportive environment for Aboriginal learners we have added a slide to the orientation and registration material sent to new students that specifically includes details about the Aboriginal Access Centre.
- We use the FAST student reporting software to run our application reports. We will now include information to see whether a student has self-identified as Aboriginal. This information will bring awareness to the possibility that the student may be sponsored by their band which might cause delays in registration due to funding and/or processes. Knowing this background information will help us better support the student.
- We will invite Shirley Hardman and Lorna Andrews (Director of Aboriginal Access Services) to an upcoming staff meeting this year so that the department assistants in Trades who deal directly with our new students can meet them in person. Making that personal connection will build on the relationship between our two offices so that we can best collaborate when assisting students.

Our proposed changes are in line with similar trades training institutions around BC but they are also in line with aboriginal trades programming at institutions such as Victoria Island University (VIU) and Nicola Valley Institute of Technology (NVIT) (2015/16); in that a high school graduation is not required for 19+ mature students. Their English and Math pre-requisites are lower (grade 10) for some trades programs, as compared to our grade 12 and grade 11 standardized for all programs.

*Trades Entrance Requirements - Proposed Changes, December 2015*

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**PROCESS CONSULTATION**

Office of the Registrar and Trades Department Assistant process changes: Appendix A

Calendar Copy: Appendix B

Provincial Comparison: Appendix C

Industry Training Authority, recommended standards: Appendix D

**ENTRANCE REQUIREMENT CHANGES – APPENDIX A****APPLICATION PROCESS - POINT FORM**

1. Student submits application online at [www.ufv.ca](http://www.ufv.ca).
2. Application is received by the Office of the Registrar and processed.
3. When application is processed, the corresponding entrance requirement checklist fills in automatically in SAAADMS.
4. Student will receive a mailed letter from OReg automatically with information on how to log in to their myUFV account and how to review their checklist to see missing documentation.
5. OReg Admissions Assistant reviews app and enters application decision into SAAADMS:  
S1 – waitlisted  
S2 – waitlisted conditionally\*  
SQ – incomplete application
6. Trades Department Assistant maintains and monitors program waitlists.
7. Student will contact trades to their schedule exam if they do not meet the entrance requirement otherwise.
8. Applicants are added to the waitlist in order of date in which all entrance requirements are met.

**TRADES DEPARTMENT ASSISTANT – POINT FORM**

1. Runs application report in FAST;
2. Waitlist is monitored by Trades Department Assistant in excel waitlist document;
3. Trades Department Assistant adds applications coded S1 and S2 to the waitlist in order of date in which all entrance requirements are met;
4. Applications coded SQ will be reviewed by Trades Department Assistant and Department Assistant will send an email to students with incomplete applications with information on how to meet the entrance requirements.

\* S2 – *waitlisted conditionally* applications include applicants who are in high school or applicants who have provided proof of enrollment in courses that meet the entrance requirements.

**APPLICATION PROCESS - SUMMARY**

The entrance requirement changes will automate the application process and provide students autonomy with their program application. The new application decisions will include:

- S1 – Waitlisted
- S2 – Waitlisted Conditionally
- SQ – Incomplete Application

There will be a checklist in the students' myUFV account listing entrance requirements that have been met and entrance requirements that have not been met. Students can refer to this information to complete their application and be added to the waitlist. Ultimately, we hope to have an online booking calendar for the entrance exam so that when required, students can see exam time options and book their exams based on their schedule.

CALENDAR COPY CHANGES – APPENDIX B

## Applied and Technical Studies

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

### Aircraft Structures Technician certificate

#### Entrance requirements

High-school completion is strongly recommended for career success. In addition to UFV's General university admission requirements, which include the English Language Proficiency Requirement, students must meet the following entrance requirements for admission:

1. One of the following:

- B.C. secondary school graduation or equivalent
- OR
- Mature student status (19 years +):

and

2. One of the following:

- Successful completion of one any Mathematics 10 (or higher grade) or equivalent with a C grade or better: Foundations of Mathematics, Pre-calculus, Apprenticeship and Workplace Mathematics, MATH 072, MATH 076.
- OR
- Successful completion of a UFV trades math entrance exam.

and

3. One of the following:

- Successful completion of English 12 or equivalent (English Literature 12, English 12 First Peoples, International baccalaureate English A (standard level or higher level), Advanced Placement English with a C grade.

OR

• One of the following:

- UFV Accuplacer Reading comprehension score of 80 or better, together with Accuplacer WritePlacer score of 6 or better on the 8-point scale.
- UFV CPT (Composition Placement Test) – score of 41 or higher.
- TOEFL iBT score of 80 with no section below 19, or
- Completion of any other test score or course grade listed in the Entry-level Post-secondary English language proficiency standards.

Note: Students who have not been in any schooling for more than 3 years are strongly advised to take the recommended mathematics mathematics assessment test to determine level of preparedness. The assessment test may identify areas that require strengthening to optimize the opportunities for program success. In most cases, upgrading can be taken simultaneously with the program.

~~1. B.C. Secondary school graduation (Grade 12) or equivalent.~~

~~2. A math and English comprehension entrance exam (standard test for all trades programs at UFV).~~

~~3-4. Applicants must be in good physical condition and have no fear of heights.~~

## Applied and Technical Studies

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

### Automotive Collision Repair and Refinishing certificate

#### Entrance requirements

High-school completion is strongly recommended for career success. In addition to UFV's General university admission requirements, which include the English Language Proficiency Requirement, students must meet the following entrance requirements for admission:

1. One of the following:

- B.C. secondary school graduation or equivalent
- OR
- Mature student status (19 years +);

and

2. One of the following:

- Successful completion of one any Mathematics 10 (or higher grade) or equivalent with a C grade or better; Foundations of Mathematics, Pre-calculus, Apprenticeship and Workplace Mathematics, MATH 072, MATH 076.
- OR
- Successful completion of a UFV trades math entrance exam.

and

3. One of the following:

- Successful completion of English 12 or equivalent (English Literature 12, English 12 First Peoples, International baccalaureate English A (standard level or higher level), Advanced Placement English with a C grade.

OR

- One of the following:
  - UFV Accuplacer Reading comprehension score of 80 or better, together with Accuplacer WritePlacer score of 6 or better on the 8-point scale.
  - UFV CPT (Composition Placement Test) – score of 41 or higher.
  - TOEFL iBT score of 80 with no section below 19, or
  - Completion of any other test score or course grade listed in the Entry-level Post-secondary English language proficiency standards.

Note: Students who have not been in any schooling for more than 3 years are strongly advised to take the recommended mathematics mathematics assessment test to determine level of preparedness. The assessment test may identify areas that require strengthening to optimize the opportunities for program success. In most cases, upgrading can be taken simultaneously with the program.

a mathematics assessment test may identify areas that require strengthening In most cases, upgrading can English 12 or Communications 12 Reading 1. B.C. secondary school graduation or equivalent.

2. Successful completion of a math and reading comprehension entrance exam.

## Applied and Technical Studies

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

### Auto Service Technician certificate

#### Entrance requirements

High-school completion is strongly recommended for career success. In addition to UFV's General university admission requirements, which include the English Language Proficiency Requirement, students must meet the following entrance requirements for admission:

1. One of the following:

- B.C. secondary school graduation or equivalent
- OR
- Mature student status (19 years +):

and

2. One of the following:

- Successful completion of one any Mathematics 10 (or higher grade) or equivalent with a C grade or better; Foundations of Mathematics, Pre-calculus, Apprenticeship and Workplace Mathematics, MATH 072, MATH 076.
- OR
- Successful completion of a UFV trades math entrance exam.

and

3. One of the following:

- Successful completion of English 12 or equivalent (English Literature 12, English 12 First Peoples, International baccalaureate English A (standard level or higher level), Advanced Placement English with a C grade.

OR

• One of the following:

- UFV Accuplacer Reading comprehension score of 80 or better, together with Accuplacer WritePlacer score of 6 or better on the 8-point scale.
- UFV CPT (Composition Placement Test) – score of 41 or higher.
- TOEFL iBT score of 80 with no section below 19, or
- Completion of any other test score or course grade listed in the Entry-level Post-secondary English language proficiency standards.

Note: Students who have not been in any schooling for more than 3 years are strongly advised to take the recommended mathematics mathematics assessment test to determine level of preparedness. The assessment test may identify areas that require strengthening to optimize the opportunities for program success. In most cases, upgrading can be taken simultaneously with the program.

a mathematics assessment test may identify areas that require strengthening. In most cases, upgrading can English 12 or Communications 12 Reading1. B.C. secondary school graduation or equivalent.

2. Successful completion of a math and reading comprehension entrance exam.

## Applied and Technical Studies

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

### Architectural Drafting Technician certificate

#### Entrance requirements

To be admitted you must:

High-school completion is strongly recommended for career success. In addition to UFV's General university admission requirements, which include the English Language Proficiency Requirement, students must meet the following entrance requirements for admission:

1. One of the following:

- B.C. secondary school graduation or equivalent

OR

- Mature student status (19 years +):

and

2. One of the following:

- Successful completion of Foundations of Mathematics 11 or Principles of Mathematics 11 or Pre-Calculus 11 or MATH 085 or equivalent with a 'C+' grade or better

OR

- Successful completion of a UFV trades math entrance exam.

and

3. One of the following:

- Successful completion of English 12 or equivalent (English Literature 12, English 12 First Peoples, International baccalaureate English A (standard level or higher level), Advanced Placement English with a C grade.

OR

- One of the following:

- UFV Accuplacer Reading comprehension score of 80 or better, together with Accuplacer WritePlacer score of 6 or better on the 8-point scale.
- UFV CPT (Composition Placement Test) – score of 41 or higher.
- TOEFL iBT score of 80 with no section below 19, or
- Completion of any other test score or course grade listed in the Entry-level Post-secondary English language proficiency standards.

Note: Students who have not been in any schooling for more than 3 years are strongly advised to take the recommended mathematics assessment test to determine level of preparedness. The assessment test may identify areas that require strengthening to optimize the opportunities for program success. In most cases, upgrading can be taken simultaneously with the program.

a mathematics assessment test may identify areas that require strengthening. In most cases, upgrading can English 12 or Communications 12 Reading 1. Be 19 years of age or older, or have B.C. secondary school graduation (or equivalent), plus

2. One of the following with a C+ or better: Foundations of Mathematics 11, Principles of Mathematics 11, Pre-Calculus 11, or MATH 085.

*Trades Entrance Requirements - Proposed Changes, December 2015*

~~3. Applicants must satisfy the English language proficiency requirement. For details on how this requirement may be met, see English language proficiency requirement section of the calendar.~~

## Applied and Technical Studies

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

### Carpentry certificate

#### Entrance requirements

High-school completion is strongly recommended for career success. In addition to UFV's General university admission requirements, which include the English Language Proficiency Requirement, students must meet the following entrance requirements for admission:

1. One of the following:

- B.C. secondary school graduation or equivalent
- OR
- Mature student status (19 years +):

and

2. One of the following:

- Successful completion of one any Mathematics 10 (or higher grade) or equivalent with a C grade or better; Foundations of Mathematics, Pre-calculus, Apprenticeship and Workplace Mathematics, MATH 072, MATH 076.
- OR
- Successful completion of a UFV trades math entrance exam.

and

3. One of the following:

- Successful completion of English 12 or equivalent (English Literature 12, English 12 First Peoples, International baccalaureate English A (standard level or higher level), Advanced Placement English with a C grade.

OR

• One of the following:

- UFV Accuplacer Reading comprehension score of 80 or better, together with Accuplacer WritePlacer score of 6 or better on the 8-point scale.
- UFV CPT (Composition Placement Test) – score of 41 or higher.
- TOEFL iBT score of 80 with no section below 19, or
- Completion of any other test score or course grade listed in the Entry-level Post-secondary English language proficiency standards.

Note: Students who have not been in any schooling for more than 3 years are strongly advised to take the recommended mathematics mathematics assessment test to determine level of preparedness. The assessment test may identify areas that require strengthening to optimize the opportunities for program success. In most cases, upgrading can be taken simultaneously with the program.

a mathematics assessment test may identify areas that require strengthening. In most cases, upgrading can English 12 or Communications 12 Reading 1. B.C. secondary school graduation or equivalent.

2. Successful completion of a math and reading comprehension entrance exam.

## Applied and Technical Studies

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

### Construction Electrician certificate

#### Entrance requirements

High-school completion is strongly recommended for career success. In addition to UFV's General university admission requirements, which include the English Language Proficiency Requirement, students must meet the following entrance requirements for admission:

1. One of the following:

- B.C. secondary school graduation or equivalent
- OR
- Mature student status (19 years +):

and

2. One of the following:

- Successful completion of one any Mathematics 10 (or higher grade) or equivalent with a B grade or better: Foundations of Mathematics, Pre-calculus, Apprenticeship and Workplace Mathematics, MATH 072, MATH 076.
- OR
- Successful completion of a UFV trades math entrance exam.

and

3. One of the following:

- Successful completion of English 12 or equivalent (English Literature 12, English 12 First Peoples, International baccalaureate English A (standard level or higher level), Advanced Placement English with a C grade.

OR

• One of the following:

- UFV Accuplacer Reading comprehension score of 80 or better, together with Accuplacer WritePlacer score of 6 or better on the 8-point scale.
- UFV CPT (Composition Placement Test) – score of 41 or higher.
- TOEFL iBT score of 80 with no section below 19, or
- Completion of any other test score or course grade listed in the Entry-level Post-secondary English language proficiency standards.

Note: Students who have not been in any schooling for more than 3 years are strongly advised to take the recommended mathematics assessment test to determine level of preparedness. The assessment test may identify areas that require strengthening to optimize the opportunities for program success. In most cases, upgrading can be taken simultaneously with the program.

~~a mathematics assessment test may identify areas that require strengthening. In most cases, upgrading can English 12 or Communications 12 Reading1. B.C. secondary school graduation or equivalent.~~

~~2. Successful completion of a math and reading comprehension entrance exam.~~

*Trades Entrance Requirements - Proposed Changes, December 2015*

## Applied and Technical Studies

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

### Electronics Technician — Common Core certificate

#### Entry-level trades training

This program is recognized by the International Electronics Technician Articulation Committee. This recognition allows students national and global mobility in pursuing employment and further education in the electronics field.

The Electronics Technician program is the common core pre-requisite for advanced electronic technician specialty programs at post-secondary institutions throughout British Columbia and around the world. [This includes UFV's Automation and Robotics Technician Diploma Program.](#)

#### Entrance requirements

[High-school completion is strongly recommended for career success. In addition to UFV's General university admission requirements, which include the English Language Proficiency Requirement, students must meet the following entrance requirements for admission:](#)

##### [1. One of the following:](#)

- [B.C. secondary school graduation or equivalent](#)
- [OR](#)
- [Mature student status \(19 years +\):](#)

[and](#)

##### [2. One of the following:](#)

- [Successful completion of one any Mathematics 10 \(or higher grade\) or equivalent with a C grade or better; Foundations of Mathematics, Pre-calculus, Apprenticeship and Workplace Mathematics, MATH 072, MATH 076.](#)
- [OR](#)
- [Successful completion of a UFV trades math entrance exam.](#)

[and](#)

##### [3. One of the following:](#)

- [Successful completion of English 12 or equivalent \(English Literature 12, English 12 First Peoples, International baccalaureate English A \(standard level or higher level\), Advanced Placement English with a C grade.](#)

[OR](#)

##### [One of the following:](#)

- [UFV Accuplacer Reading comprehension score of 80 or better, together with Accuplacer WritePlacer score of 6 or better on the 8-point scale.](#)
- [UFV CPT \(Composition Placement Test\) – score of 41 or higher.](#)
- [TOEFL iBT score of 80 with no section below 19, or](#)
- [Completion of any other test score or course grade listed in the Entry-level Post-secondary English language proficiency standards.](#)

[Note: Students who have not been in any schooling for more than 3 years are strongly advised to take the recommended mathematics mathematics assessment test to determine level of preparedness. The assessment test may identify areas that require strengthening to optimize the opportunities for program success. In most cases, upgrading can be taken simultaneously with the program.](#)

Page 14

*Trades Entrance Requirements - Proposed Changes, December 2015*

~~a mathematics assessment test may identify areas that require strengthening. In most cases, upgrading can English 12 or Communications 12 Reading 1. B.C. secondary school graduation or equivalent.~~

~~2. One of the following: Apprenticeship and Workplace Mathematics 11, Foundations of Mathematics 11, Applications of Mathematics 11, Principles of Mathematics 11, Pre-Calculus 11, or MATH 085.~~

## Applied and Technical Studies

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

### Heavy Mechanical Foundation certificate

#### Entrance requirements

High-school completion is strongly recommended for career success. In addition to UFV's General university admission requirements, which include the English Language Proficiency Requirement, students must meet the following entrance requirements for admission:

1. One of the following:

- B.C. secondary school graduation or equivalent
- OR
- Mature student status (19 years +):

and

2. One of the following:

- Successful completion of one any Mathematics 10 (or higher grade) or equivalent with a C grade or better; Foundations of Mathematics, Pre-calculus, Apprenticeship and Workplace Mathematics, MATH 072, MATH 076.
- OR
- Successful completion of a UFV trades math entrance exam.

and

3. One of the following:

- Successful completion of English 12 or equivalent (English Literature 12, English 12 First Peoples, International baccalaureate English A (standard level or higher level), Advanced Placement English with a C grade.

OR

- One of the following:
  - UFV Accuplacer Reading comprehension score of 80 or better, together with Accuplacer WritePlacer score of 6 or better on the 8-point scale.
  - UFV CPT (Composition Placement Test) – score of 41 or higher.
  - TOEFL iBT score of 80 with no section below 19, or
  - Completion of any other test score or course grade listed in the Entry-level Post-secondary English language proficiency standards.

Note: Students who have not been in any schooling for more than 3 years are strongly advised to take the recommended mathematics mathematics assessment test to determine level of preparedness. The assessment test may identify areas that require strengthening to optimize the opportunities for program success. In most cases, upgrading can be taken simultaneously with the program.

~~English 12 or Communications 12 Reading1. B.C. secondary school graduation or equivalent.~~

~~2. Successful completion of a math and reading comprehension entrance exam.~~

#### When to apply

Applications are accepted on a continuous basis throughout the year. Qualified applicants are considered for the next intake in which there is space. See [Continuous application process](#) for more information.

*Trades Entrance Requirements - Proposed Changes, December 2015*

## Applied and Technical Studies

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

### Hospitality Event Planning certificate

#### Entrance requirements

High-school completion is strongly recommended for career success. In addition to UFV's General university admission requirements, which include the English Language Proficiency Requirement, students must meet the following entrance requirements for admission:

1. One of the following:

- B.C. secondary school graduation or equivalent
- OR
- Mature student status (19 years +):

and

2. One of the following:

- Successful completion of one any Mathematics 10 (or higher grade) or equivalent with a C grade or better; Foundations of Mathematics, Pre-calculus, Apprenticeship and Workplace Mathematics, MATH 072, MATH 076.
- OR
- Successful completion of a UFV trades math entrance exam.

and

3. One of the following:

- Successful completion of English 12 or equivalent (English Literature 12, English 12 First Peoples, International baccalaureate English A (standard level or higher level), Advanced Placement English with a C grade.

OR

- One of the following:
  - UFV Accuplacer Reading comprehension score of 80 or better, together with Accuplacer WritePlacer score of 6 or better on the 8-point scale.
  - UFV CPT (Composition Placement Test) – score of 41 or higher.
  - TOEFL iBT score of 80 with no section below 19, or
  - Completion of any other test score or course grade listed in the Entry-level Post-secondary English language proficiency standards.

Note: Students who have not been in any schooling for more than 3 years are strongly advised to take the recommended mathematics mathematics assessment test to determine level of preparedness. The assessment test may identify areas that require strengthening to optimize the opportunities for program success. In most cases, upgrading can be taken simultaneously with the program.

~~a mathematics assessment test may identify areas that require strengthening In most cases, upgrading can English 12 or Communications 12 Reading1. B.C. secondary school graduation or equivalent.~~

~~2. Successful completion of a math and reading comprehension entrance exam.~~

## Applied and Technical Studies

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

### Joinery certificate

#### Entrance requirements

High-school completion is strongly recommended for career success. In addition to UFV's General university admission requirements, which include the English Language Proficiency Requirement, students must meet the following entrance requirements for admission:

1. One of the following:

- B.C. secondary school graduation or equivalent
- OR
- Mature student status (19 years +):

and

2. One of the following:

- Successful completion of one any Mathematics 10 (or higher grade) or equivalent with a C grade or better: Foundations of Mathematics, Pre-calculus, Apprenticeship and Workplace Mathematics, MATH 072, MATH 076.
- OR
- Successful completion of a UFV trades math entrance exam.

and

3. One of the following:

- Successful completion of English 12 or equivalent (English Literature 12, English 12 First Peoples, International baccalaureate English A (standard level or higher level), Advanced Placement English with a C grade.
- OR
- One of the following:
  - UFV Accuplacer Reading comprehension score of 80 or better, together with Accuplacer WritePlacer score of 6 or better on the 8-point scale.
  - UFV CPT (Composition Placement Test) – score of 41 or higher.
  - TOEFL iBT score of 80 with no section below 19, or
  - Completion of any other test score or course grade listed in the Entry-level Post-secondary English language proficiency standards.

Note: Students who have not been in any schooling for more than 3 years are strongly advised to take the recommended mathematics mathematics assessment test to determine level of preparedness. The assessment test may identify areas that require strengthening to optimize the opportunities for program success. In most cases, upgrading can be taken simultaneously with the program.

~~a mathematics assessment test may identify areas that require strengthening In most cases, upgrading can English 12 or Communications 12 Reading1. B.C. Secondary school graduation or equivalent.~~

~~2. Successful completion of a math and reading comprehension entrance exam.~~

## Applied and Technical Studies

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

### Plumbing and Piping certificate

#### Entrance requirements

High-school completion is strongly recommended for career success. In addition to UFV's General university admission requirements, which include the English Language Proficiency Requirement, students must meet the following entrance requirements for admission:

1. One of the following:

- B.C. secondary school graduation or equivalent
- OR
- Mature student status (19 years +):

and

2. One of the following:

- Successful completion of one any Mathematics 10 (or higher grade) or equivalent with a C grade or better: Foundations of Mathematics, Pre-calculus, Apprenticeship and Workplace Mathematics, MATH 072, MATH 076.
- OR
- Successful completion of a UFV trades math entrance exam.

and

3. One of the following:

- Successful completion of English 12 or equivalent (English Literature 12, English 12 First Peoples, International baccalaureate English A (standard level or higher level), Advanced Placement English with a C grade.

OR

- One of the following:

- UFV Accuplacer Reading comprehension score of 80 or better, together with Accuplacer WritePlacer score of 6 or better on the 8-point scale.
- UFV CPT (Composition Placement Test) – score of 41 or higher.
- TOEFL iBT score of 80 with no section below 19, or
- Completion of any other test score or course grade listed in the Entry-level Post-secondary English language proficiency standards.

Note: Students who have not been in any schooling for more than 3 years are strongly advised to take the recommended mathematics assessment test to determine level of preparedness. The assessment test may identify areas that require strengthening to optimize the opportunities for program success. In most cases, upgrading can be taken simultaneously with the program.

~~a mathematics assessment test may identify areas that require strengthening. In most cases, upgrading can English 12 or Communications 12 Reading1. B.C. secondary school graduation or equivalent.~~

~~2. Successful completion of a trade math and reading comprehension entrance exam.~~

## Applied and Technical Studies

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

### Professional Cook certificate

#### Entrance requirements

High-school completion is strongly recommended for career success. In addition to UFV's General university admission requirements, which include the English Language Proficiency Requirement, students must meet the following entrance requirements for admission:

1. One of the following:

- B.C. secondary school graduation or equivalent
- OR
- Mature student status (19 years +):

and

2. One of the following:

- Successful completion of one any Mathematics 10 (or higher grade) or equivalent with a C grade or better; Foundations of Mathematics, Pre-calculus, Apprenticeship and Workplace Mathematics, MATH 072, MATH 076.
- OR
- Successful completion of a UFV trades math entrance exam.

and

3. One of the following:

- Successful completion of English 12 or equivalent (English Literature 12, English 12 First Peoples, International baccalaureate English A (standard level or higher level), Advanced Placement English with a C grade.

OR

One of the following:

- UFV Accuplacer Reading comprehension score of 80 or better, together with Accuplacer WritePlacer score of 6 or better on the 8-point scale.
- UFV CPT (Composition Placement Test) – score of 41 or higher.
- TOEFL iBT score of 80 with no section below 19, or
- Completion of any other test score or course grade listed in the Entry-level Post-secondary English language proficiency standards.

Note: Students who have not been in any schooling for more than 3 years are strongly advised to take the recommended mathematics assessment test to determine level of preparedness. The assessment test may identify areas that require strengthening to optimize the opportunities for program success. In most cases, upgrading can be taken simultaneously with the program.

~~a mathematics assessment test may identify areas that require strengthening. In most cases, upgrading can~~  
~~1. English 12 or Communications 12 Reading1. B.C. secondary school graduation or equivalent.~~

~~2. Successful completion of a math and reading comprehension entrance exam.~~

*Trades Entrance Requirements - Proposed Changes, December 2015*

| ~~3-4.~~ Attend a personal interview, during which suitability for (and interest in) the cooking industry will be discussed.

## Applied and Technical Studies

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

### Welding Foundation certificate, Level 3, and Specialty Metals Endorsement apprenticeship programs Welding Foundation

#### Entrance requirements

##### Welding Foundation

High-school completion is strongly recommended for career success. In addition to UFV's General university admission requirements, which include the English Language Proficiency Requirement, students must meet the following entrance requirements for admission:

1. One of the following:

- B.C. secondary school graduation or equivalent
- OR
- Mature student status (19 years +):

and

2. One of the following:

- Successful completion of one any Mathematics 10 (or higher grade) or equivalent with a C grade or better: Foundations of Mathematics, Pre-calculus, Apprenticeship and Workplace Mathematics, MATH 072, MATH 076.
- OR
- Successful completion of a UFV trades math entrance exam.

and

3. One of the following:

- Successful completion of English 12 or equivalent (English Literature 12, English 12 First Peoples, International baccalaureate English A (standard level or higher level), Advanced Placement English with a C grade.
- OR
- One of the following:
  - UFV Accuplacer Reading comprehension score of 80 or better, together with Accuplacer WritePlacer score of 6 or better on the 8-point scale.
  - UFV CPT (Composition Placement Test) – score of 41 or higher.
  - TOEFL iBT score of 80 with no section below 19, or
  - Completion of any other test score or course grade listed in the Entry-level Post-secondary English language proficiency standards.

Note: Students who have not been in any schooling for more than 3 years are strongly advised to take the recommended mathematics mathematics assessment test to determine level of preparedness. The assessment test may identify areas that require strengthening to optimize the opportunities for program success. In most cases, upgrading can be taken simultaneously with the program.

~~a mathematics assessment test may identify areas that require strengthening In most cases, upgrading can English 12 or Communications 12 Reading1. B.C. Secondary school graduation or equivalent.~~

~~2. Successful completion of a math and reading comprehension entrance exam.~~

*Trades Entrance Requirements - Proposed Changes, December 2015*

## PROVINCIAL COMPARISON – APPENDIX C

### THOMPSON RIVERS UNIVERSITY

#### **AUTOMOTIVE SERVICE TECHNICIAN**

1. Completion of Grade 10 with Grade 10 Math and English (Grade 12 with Grade 11 Math, Physics and English recommended)
2. Acceptable score on Entry Assessment Test

#### **CABINET MAKER (JOINER)**

- Grade 12 graduation or equivalent
- Placement on the Entry Assessment Test for English at an 060 level
- Placement on the Entry Assessment Test for Math at an 050 level

#### **CARPENTER – RESIDENTIAL CONSTRUCTION**

- Grade 12 graduation or equivalent
- Placement on the Entry Assessment Test for English at an 0500 level
- Placement on the Entry Assessment Test for Math at an 05000 level

#### **ELECTRICIAN – CONSTRUCTION**

- Grade 12 graduation or equivalent
- Placement on the Entry Assessment Test for English at an 060 level
- Placement on the Entry Assessment Test for Math at an 060 level

#### **HEAVY MECHANICAL**

1. BC Grade 10, but Grade 12 strongly recommended, or mature student status
2. Successful completion of Entry Assessment test

#### **PLUMBING**

- Grade 12 graduation or equivalent
- Placement on the Entry Assessment Test for English at an 060 level
- Placement on the Entry Assessment Test for Math at an 050 level

#### **WELDING FOUNDATION**

- Grade 10 minimum, however, Grade 12 is strongly recommended
- Successful completion of Accuplacer Test
- If assessment is required, the student will be sent to the Welding Department

**KWANTLEN POLYTECHNIC UNIVERSITY****AUTOMOTIVE SERVICE TECHNICIAN**

- English:
  - o English 12 with a minimum grade of 'C' (or equivalent), or
  - o Completion of KPU's Trades reading test with a minimum score of 75%
- Mathematics:
  - o Apprenticeship and Workplace Mathematics 11 with a minimum grade of 'C' (or equivalent), or
  - o Foundations of Mathematics 11 with a minimum grade of 'C' (or equivalent), or pre-calculus 11 with a minimum grade of 'C' (or equivalent), or
  - o KPU's Trades Mathematics test with a minimum threshold percentage of 44%

**CARPENTRY/BUILDING CONSTRUCTION**

- English:
  - o English 12 with a minimum grade of 'C' (or equivalent), or
  - o Completion of KPU's Trades reading test with a minimum score of 80%
- Mathematics:
  - o Apprenticeship and Workplace Mathematics 11 with a minimum grade of 'C' (or equivalent), or
  - o Foundations of Mathematics 11 with a minimum grade of 'C' (or equivalent), or
  - o Pre-calculus 11 with a minimum grade of 'C' (or equivalent), or
  - o KPU's Trades Mathematics test with a minimum threshold percentage of 31%

**ELECTRICIAN – CONSTRUCTION**

- English:
  - o English 12 with a minimum grade of 'C' (or equivalent), or
  - o Completion of KPU's Trades reading test with a minimum score of 80%
- Mathematics:
  - o Apprenticeship and Workplace Mathematics 11 with a minimum grade of 'C' (or equivalent), or
  - o Foundations of Mathematics 11 with a minimum grade of 'C' (or equivalent), or
  - o Pre-calculus 11 with a minimum grade of 'C' (or equivalent), or
  - o KPU's Trades Mathematics test with a minimum threshold percentage of 55%

**PLUMBING**

- English:
  - o English 12 with a minimum grade of 'C' (or equivalent), or
  - o Completion of KPU's Trades reading test with a minimum score of 80%
- Mathematics:
  - o Apprenticeship and Workplace Mathematics 11 with a minimum grade of 'C' (or equivalent), or
  - o Foundations of Mathematics 11 with a minimum grade of 'C' (or equivalent), or
  - o Pre-calculus 11 with a minimum grade of 'C' (or equivalent), or
  - o KPU's Trades Mathematics test with a minimum threshold percentage of 63%

*Trades Entrance Requirements - Proposed Changes, December 2015***WELDING FOUNDATION**

- English:
  - o English 12 with a minimum grade of 'C' (or equivalent), or
  - o Completion of KPU's Trades reading test with a minimum score of 75%
- Mathematics:
  - o Apprenticeship and Workplace Mathematics 11 with a minimum grade of 'C' (or equivalent), or
  - o Foundations of Mathematics 11 with a minimum grade of 'C' (or equivalent), or
  - o Pre-calculus 11 with a minimum grade of 'C' (or equivalent), or
  - o KPU's Trades Mathematics test with a minimum threshold percentage of 50%
- Interview by an instructor

**OKANAGAN COLLEGE****AUTOMOTIVE COLLISION REPAIR/PAINTING AND REFINISHING**

- English 10 with minimum 50% or alternatives.
- Math requirement: a minimum of 50% in any of:
  - o Mathematics 10
  - o Apprenticeship and Workplace Mathematics 10
  - o Foundations of Mathematics and Pre-Calculus 10
  - o Adult Basic Education MATH 071 and MATH 072

**CARPENTRY/JOINERY**

- English 10 with minimum 50% or alternatives.
- Math requirement: a minimum of 50% in any of:
  - o Pre-calculus Grade 11
  - o Foundations of Mathematics Grade 11
  - o Apprenticeship and Workplace Mathematics Grade 11
  - o Principles of Mathematics 11
  - o Applications of Mathematics 11
  - o Essentials of Mathematics 11
  - o Adult Basic Education MATH 011
  - o Adult Basic Education MATH 084 and MATH 085
  - o Adult Basic Education IALG 011
  - o Or a minimum of 63% on the ABLE mathematics test. Test scores are only good for two (2) years.

**AUTOMOTIVE SERVICE TECHNICIAN**

- English 10 with minimum 50% or alternatives.
- Math requirement: a minimum of 50% in any of:
  - o Pre-calculus Grade 11
  - o Foundations of Mathematics Grade 11
  - o Apprenticeship and Workplace Mathematics Grade 11
  - o Principles of Mathematics 11
  - o Applications of Mathematics 11
  - o Essentials of Mathematics 11
  - o Adult Basic Education MATH 011
  - o Adult Basic Education MATH 084 and MATH 085

*Trades Entrance Requirements - Proposed Changes, December 2015*

- o Adult Basic Education IALG 011
- o Or a minimum of 63% on the ABLE mathematics Test scores are only good for two (2) years.

**HEAVY MECHANICAL FOUNDATION**

- English 10 with minimum 50% or alternatives.
- Math requirement: a minimum of 50% in one of:
  - o Pre-calculus Grade 11
  - o Foundations of Mathematics Grade 11
  - o Apprenticeship and Workplace Mathematics Grade 11
  - o Principles of Mathematics 11
  - o Applications of Mathematics 11
  - o Essentials of Mathematics 11
  - o Adult Basic Education MATH 011
  - o Adult Basic Education MATH 084 and MATH 085
  - o Adult Basic Education IALG 011

Or a minimum of 63% in the ABLE Mathematics test. Test scores are only good for two (2) years.

**WELDING FOUNDATION**

- English 10 with minimum 50% or alternatives
- Math requirement: a minimum of 50% in any of:
  - o Pre-calculus Grade 11
  - o Foundations of Mathematics Grade 11
  - o Apprenticeship and Workplace Mathematics Grade 11
  - o Principles of Mathematics 11
  - o Applications of Mathematics 11
  - o Essentials of Mathematics 11
  - o Adult Basic Education MATH 011
  - o Adult Basic Education MATH 084 and MATH 085
  - o Adult Basic Education IALG 011
  - o or a minimum of 63% on the ABLE mathematics test. Test scores are only good for two (2) years.

**PLUMBING & PIPING**

- English 10 with minimum 50% or alternatives.
- Math requirement: a minimum of 50% in any of:
  - o Apprenticeship and Workplace Mathematics Grade 10
  - o Foundations of Mathematics and Pre-Calculus Grade 10
  - o Mathematics 10
  - o Adult Basic Education MATH 071 and MATH 072
  - o The ABLE Mathematics test. Test scores are only good for two (2) years.

*Trades Entrance Requirements - Proposed Changes, December 2015***CULINARY ARTS**

- English 10 with minimum 50% or alternatives.
- Math requirement: Students graduating from secondary school in or prior to 2012: Mathematics 10 or an equivalent Intermediate Level Adult Basic Education Mathematics course, or an ABLE mathematics score of at least 50%. Students entering Grade 10 in or after 2010 and/or completing the new mathematics curriculum: One of: Apprenticeship and Workplace Mathematics 10, Foundations of Mathematics and Pre-Calculus 10, or an equivalent Intermediate Level Adult Basic Education Mathematics course, or an ABLE mathematics score of at least 50%.

**BCIT****ARCHITECTURAL AND STRUCTURAL CADD**

- English: two years of education in English in an English-speaking country with one of the following:
  - o English 12 (50%) or
  - o Communications 12 (67%) or
  - o Three credits of post-secondary English, Humanities or Social Sciences (67%) from a recognized institution or
  - o BCIT English Trades Pre-entry Test (for applicants who have two years of education in an English-speaking country only)
- Math: one of the following:
  - o Principles of Mathematics 11 (50%) or
  - o Applications of Mathematics 11 (50%) or
  - o Apprenticeship and Workplace Mathematics 11 (50%) or
  - o Foundations of Mathematics 11 (50%) or
  - o Pre-Calculus 11 (50%) or
  - o BCIT Math Trades Pre-entry Test

**CARPENTRY**

- English: two years of education in English in an English-speaking country with one of the following:
  - o English 12 (50%) or
  - o Communications 12 (67%) or
  - o Three credits of post-secondary English, Humanities or Social Sciences (50%) from a recognized institution or
  - o BCIT English Trades Pre-entry Test (for applicants who have two years of education in an English-speaking country only)
- Math: one of the following:
  - o Any Math 10 or
  - o BCIT Math Trades Pre-entry Test

*Trades Entrance Requirements - Proposed Changes, December 2015***ELECTRICAL FOUNDATION**

- English: two years of education in English in an English-speaking country with one of the following:
  - o English 12 (50%) or
  - o Communications 12 (67%) or
  - o Three credits of post-secondary English, Humanities or Social Sciences (50%) from a recognized institution or
  - o BCIT English Trades Pre-entry Test (for applicants who have two years of education in an English-speaking country only)
- Math: one of the following:
  - o Principles of Mathematics 11 (60%) or
  - o Applications of Mathematics 11 (60%) or
  - o Apprenticeship and Workplace Mathematics 11 (60%) or
  - o Foundations of Mathematics 11 (60%) or
  - o Pre-Calculus 11 (60%) or
  - o BCIT Math Trades Pre-entry Test
- Science: one of the following:
  - o Physics 11 (50%) or
  - o Chemistry 11 (50%)
  - o BCIT Physics Trades Pre-entry Test

**PLUMBING AND PIPING**

- English: two years of education in English in an English-speaking country with one of the following:
  - o English 12 (50%) or
  - o Communications 12 (67%) or
  - o Three credits of post-secondary English, Humanities or Social Sciences (50%) from a recognized institution or
  - o BCIT English Trades Pre-entry Test (for applicants who have two years of education in an English-speaking country only)
- Math: one of the following:
  - o Any Math 11 or
  - o BCIT Math Trades Pre-entry Test

**WELDING FOUNDATION**

- English: two years of education in English in an English-speaking country with one of the following:
  - o English 12 (50%) or
  - o Communications 12 (67%) or
  - o Three credits of post-secondary English, Humanities or Social Sciences (50%) from a recognized institution or
  - o BCIT English Trades Pre-entry Test (for applicants who have two years of education in an English-speaking country only)
- Math: one of the following:
  - o Any Math 10 or
  - o BCIT Math Trades Pre-entry Test

*Trades Entrance Requirements - Proposed Changes, December 2015***ELECTRONICS COMMON CORE**

- English: two years of education in English in an English-speaking country with one of the following:
  - o English 12 (50%) or
  - o Communications 12 (67%) or
  - o Three credits of post-secondary English, Humanities or Social Sciences (50%) from a recognized institution or
  - o BCIT English Trades Pre-entry Test (for applicants who have two years of education in an English-speaking country only)
- Math: one of the following:
  - o Principles of Mathematics 11 (60%) or
  - o Applications of Mathematics 11 (60%) or
  - o Apprenticeship and Workplace Mathematics 11 (60%) or
  - o Foundations of Mathematics 11 (60%) or
  - o Pre-Calculus 11 (60%) or
  - o BCIT Math Trades Pre-entry Test

**AUTOMOTIVE COLLISION REPAIR**

- English: two years of education in English in an English-speaking country with one of the following:
  - o English 12 (50%) or
  - o Communications 12 (67%) or
  - o Three credits of post-secondary English, Humanities or Social Sciences (50%) from a recognized institution or
  - o BCIT English Trades Pre-entry Test (for applicants who have two years of education in an English-speaking country only)
- Math: one of the following:
  - o Any Math 10 or
  - o BCIT Math Trades Pre-entry Test

**AUTOMOTIVE SERVICE TECHNICIAN**

- English: two years of education in English in an English-speaking country with one of the following:
  - o English 12 (50%) or
  - o Communications 12 (67%) or
  - o Three credits of post-secondary English, Humanities or Social Sciences (50%) from a recognized institution or
  - o BCIT English Trades Pre-entry Test (for applicants who have two years of education in an English-speaking country only)
- Math: one of the following:
  - o Any Math 11 or
  - o BCIT Math Trades Pre-entry Test

*Trades Entrance Requirements - Proposed Changes, December 2015***HEAVY MECHANICAL FOUNDATION**

- English: two years of education in English in an English-speaking country with one of the following:
  - o English 12 (50%) or
  - o Communications 12 (67%) or
  - o Three credits of post-secondary English, Humanities or Social Sciences (50%) from a recognized institution or
  - o BCIT English Trades Pre-entry Test (for applicants who have two years of education in an English-speaking country only)
- Math: one of the following:
  - o Any Math 10 or
  - o BCIT Math Trades Pre-entry Test

**TOURISM MANAGEMENT**

- English: two years of education in English in an English-speaking country with one of the following:
  - o English 12 (67%) or
  - o Three credits of post-secondary English, Humanities or Social Sciences (67%) from a recognized institution
- Math: one of the following:
  - o Math 11 (67%) or
  - o Math for Business - OPMT 0199 (67%) or
  - o Business Math Assessment Test - OPMT 0198 (67%)

*Trades Entrance Requirements - Proposed Changes, December 2015*

## **INDUSTRY TRAINING AUTHORITY (ITA) – APPENDIX D**

### **ITA RECOMMENDATIONS**

#### **AIRCRAFT STRUCTURES**

- Grade 12 or equivalent, including Math 12, English 12, Science 12.

#### **AUTO SERVICE TECHNICIAN**

- Grade 12 or equivalent, including English 12, Apprenticeship & Workplace Math or Trade Math 11, and Applied Physics or Science & Technology 11.

#### **AUTOMOTIVE COLLISION & REPAIR**

- Grade 10 or equivalent; including English 10, Mathematics 10, and Science 10.  
Preferred: Grade 12

#### **CARPENTRY**

- Grade 10 or equivalent, including English 10, Math 10, Science 10.

#### **CONSTRUCTION ELECTRICIAN**

- Recent Grade 12 graduate (within past 5 years) with demonstrated mechanical aptitude, Principals of Mathematics 11, Physics 11, and English 12 or Communications 12 or successful completion of an electrical industrial assessment exam, which includes items relevant to technical & mechanical aptitude, Principals of Math 11 equivalencies, Physics 11 equivalencies, and English 12 or Communications 12 equivalencies or Recent Electrical Foundations Program graduate (within past five years) of an ITA approved program.

#### **HEAVY DUTY**

- Grade 10 or equivalent; including English 10, Mathematics 10, and Science 10.  
Preferred: Grade 12

#### **JOINERY**

- Grade 10 or equivalent; including English 10, Math 10, Science 10.  
Preferred: Grade 12

#### **PLUMBING & PIPING**

- Grade 12 or equivalent; including English 12, Algebra 11 or Trade Mathematics 11; and Physics 11 or Science & Technology 11.

#### **PROFESSIONAL COOK**

*Page 32*

*Trades Entrance Requirements - Proposed Changes, December 2015*

- Grade 10 or equivalent; including English 10, Math 10, Science 10.  
Preferred: Grade 12  
FOODSAFE Level 1 Certificate (Required)

**WELDING**

- Grade 10 or equivalent.  
Preferred: Grade 12

**INTEGRATE EFFECTIVELY WITH THE REST OF THE UNIVERSITY – APPENDIX E****SAMPLE CALENDAR COPY****A. GENERAL STUDIES (COLLEGE OF ARTS)**

[ufv.ca/General-Studies](http://ufv.ca/General-Studies)

**GENERAL STUDIES DIPLOMA**

The General Studies diploma allows students to meet a variety of needs while earning a diploma. Students can explore all disciplines, or take courses to fulfill the first- or second-year requirements for professional programs or to ladder into degree programs.

**ENTRANCE REQUIREMENTS**

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

**B. QUALIFYING STUDIES (FACULTY OF SCIENCE)**

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

Qualifying Studies allows students to:

take courses to satisfy the entrance requirements for a program, provided they meet the course prerequisites;  
take courses to fulfill the first- or second-year requirements for professional programs; or  
take a few courses to get started if you are not ready to enter a program.

Students in Qualifying Studies must meet the following minimum entrance requirements:

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

**C. HEALTH CARE ASSISTANT CERTIFICATE**

The Health Care Assistant (HCA) program is designed to provide students with opportunities to develop the knowledge, skills, and attitudes necessary to function as front-line caregivers and respected members of the health care team, in community and facility settings. Under the direction and supervision of a health professional, graduates provide person-centered care aimed at promoting and maintaining the physical, emotional, cognitive, and social well-being of clients/residents.

Upon completion of the program, graduates are prepared to work in any level of continuing care, including home support, adult day care, assisted living, and complex care (including special care units).

The program is based on the 2008 provincial curriculum and includes classroom and laboratory instruction, as well as practicum experience in a variety of settings throughout the Fraser Valley. This is a full-time program with daily attendance expected. A certificate is awarded upon successful completion of the program.

**ENTRANCE REQUIREMENTS**

1. Successful completion of one of the following academic prerequisites:

- Grade 11 with regular English 11 or ENGL 081
- B.C. secondary school graduation or equivalent with regular English 11 or ENGL 081
- A minimum of 6 credits at post-secondary level
- Mature students, age 19 or over, will be considered if they meet the prerequisites for [ENGL 091](#), [ENGL 099](#), or [ENGL 105](#) at UFV

2. One of the following:

- Native English speakers: seven years of education in an English-speaking environment (can be acquired in either consecutive or non-consecutive years). Applicants who have had four consecutive years of secondary or post-secondary education in an English-speaking environment will be given consideration to meet the native English speaker requirement.
- Non-native English speakers are required to complete one of the following English language competencies:

The Test of English as a Foreign Language (TOEFL), IBT only: overall score of 88 with no score lower than 20 in Speaking and Listening and no score lower than 20 in Reading and Writing. Test must have been within the last two years. International English Language Testing System (IELTS), Academic or General: overall score of 6 with a minimum of 6.5 in Speaking and Listening and no score lower than 6 in Reading and Writing. Test must have been within the last two years. Canadian Language Benchmark Placement Test (CLB PT): Listening 8, Speaking 8, Reading 8, and Writing 8. Test must have been within the last six months. Canadian English Language Proficiency Index Program (CELPIP), Academic or General: aggregate score of 4H or better, with 4H or better in Speaking and Listening and 4H or better in Reading and Writing. Canadian Academic English Language Assessment (CAEL): overall Score of 70, with no section less than 50.