UNDERGRADUATE EDUCATION COMMITTEE (UEC)
March 24, 2017 - 10:00 AM
A225

AGENDA
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1. APPROVAL OF THE AGENDA

2. APPROVAL OF UEC MINUTES

7 - 12 **2.1.** UEC draft minutes: February 24, 2017

3. COURSES AND PROGRAMS

13 - 36 **3.1. Business: Program changes**
Changes to program: Bachelor of Business Administration

MOTION: To recommend the changes to the Bachelor of Business Administration as presented, effective September 2017.

37 - 40 **3.2. Peace and Conflict Studies: Course outlines**
Changes including prerequisites: PACS 400

MOTION: To approve the PACS 400 course outline as presented.

41 - 76 **3.3. Adult Education: TESL program changes**
Changes to program: Teaching English as a Second Language certificate

MOTION: To recommend the change to the TESL program as presented, effective September 2017.

77 - 106 **3.4. Adult Education: TESL course outlines**
Discontinuation: TESL 302, 303, 304, 305, 311
Review with changes including title, prerequisites, and course number: TESL 400 (formerly TESL 300)
New course: TESL 408, Applied Linguistic in Second Language Education
Review with changes including title, prerequisites, and course number: TESL 410 (formerly TESL 310)
New course: TESL 420, Curriculum and Assessment in Second Language Education
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Review with changes including title, prerequisites, and course number: TESL 433 (formerly TESL 333)
MOTION: To approve the discontinuance of TESL 302, 303, 304, 305, and 311 as presented.

MOTION: To approve the new and revised TESL 400, 408, 410, 420, and 433 course outlines as presented.

107 - 119 **3.5. Biology: Course outlines**

Change to prerequisites: BIO 202, 220
Review with changes including prerequisites: BIO 210

MOTION: To approve the BIO course outlines as presented.

120 - 139 **3.6. Communications: Course outlines**

Review with changes including title: CMNS 380
Review with changes including prerequisites: CMNS 420
Review with changes including title, prerequisites, and equivalent course: CMNS 125
Discontinuation: CMNS 155

MOTION: To approve the CMNS 380 and 420 course outlines as presented.

MOTION: To approve the CMNS 125 course outline and discontinuation of CMNS 155 as presented.

140 - 144 **3.7. Communications: Program changes**

Change to programs using CMNS 155:

- Bachelor of Arts, Horticulture major
- Associate of Arts
- Bachelor of Arts
- Liberal Arts diploma
- Communications minor
- Professional Communication Essentials certificate
- Bachelor of Arts (Criminal Justice)
- Criminal Justice diploma
- Early Childhood Education certificate
- Bachelor of Arts in Child and Youth Care
- Bachelor of Arts in Child and Youth Care – Child Protection specialization
- Engineering Physics diploma in Mechatronics
- Bachelor of Fine Arts
- Graphic and Digital Design diploma
- Bachelor of Arts in Global Development Studies
- Bachelor of General Studies
- Bachelor of Kinesiology
- Bachelor of Science
- Bachelor of Social Work

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- Community Support Worker certificate
- Health and Human Services certificate
- Social Services diploma
- Social Services diploma – First Nations option
- Theatre diploma
- Visual Arts diploma

MOTION: To approve the changes to programs using CMNS 155 as presented, effective September 2017.

145 - 148 **3.8. English: Course outlines**

New course: ENGL 298, Special Topics in Creative Writing

MOTION: To approve the ENGL 298 course outline as presented.

149 - 179 **3.9. English as a Second Language: Course outlines**

Changes including title, prerequisites, and course number and designation:

- EAP 054 (formerly ESL WG54)
- EAP 056 (formerly ESL S56)
- EAP 058 (formerly ESL RV58)
- EAP 064 (formerly ESL WG64)
- EAP 066 (formerly ESL S66)
- EAP 068 (formerly ESL RV68)
- EAP 070 (formerly ESL R70)
- EAP 073 (formerly ESL V73)
- EAP 074 (formerly ESL WG74)
- EAP 075 (formerly ESL BS75)
- EAP 076 (formerly ESL S76)
- EAP 084 (formerly ESL WG 84)

MOTION: To approve the creation of the course code EAP (English for Academic Preparation).

MOTION: To approve the EAP course outlines as presented.

180 - 299 **3.10. Geography: Course outlines**

Change to total hours: GEOG 103
Changes including title and total hours: GEOG 116, 202, 303, 304
Changes including title, prerequisites, and total hours: GEOG 201, 302, 307, 315
Changes including total hours: GEOG 219/BIO 219, GEOG 419/BIO 419
Changes including total hours: GEOG 253, 353, 402, 454, 458
Changes including prerequisites and total hours: GEOG 308, 453
Changes including prerequisites and total hours: GEOG 319/BIO 319:

Changes including title: GEOG 241
Changes including prerequisites: GEOG 346, 460

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Changes including title, prerequisites, and cross-listing as GD 464: GEOG 464
Changes including title, prerequisites, and cross-listing as GD 466: GEOG 466

MOTION: To approve the GEOG 241, 346, and 460 course outlines as presented.

MOTION: To approve the GEOG 103, 116, 201, 202, 219/BIO 219, 253, 302, 303, 304, 307, 308, 315, 319/BIO 319, 353, 402, 419/BIO 419, 453, 454, and 458 course outlines as presented.

MOTION: To approve the GEOG 464/GD 464 and GEOG 466/GD 466 course outlines as presented.

300 - 304

3.11. Graphic and Digital Design: Course outlines

New course: GD 357, Digital Project Management for Creative Practitioners

MOTION: To approve the GD 357 course outline as presented.

305 - 309

3.12. Graphic and Digital Design: Program changes

Change to program requirements: Graphic and Digital Design extended minor

MOTION: To approve the changes to the Graphic and Digital Design extended minor as presented, effective September 2017.

310 - 372

3.13. Indigenous Peoples Knowledge: Course outlines

Changes including title: IPK 100
Changes including title and prerequisites: IPK 101, IPK 344/ANTH 344/SOC 344
Discontinuation: IPK 121, 122
New course: IPK 201, Introduction to Indigenous Resurgence
Changes including prerequisites: IPK 331/POSC 336; IPK 401, 402, 404; IPK 477/BIO 477
Changes including title, prerequisites, and total hours: IPK 332, 386
Changes including title, credits, and total hours: IPK 386
Change to total hours: IPK 403

MOTION: To approve the IPK course outlines and discontinuations as presented.

373 - 411

3.14. Modern Languages: Course outlines

Review with changes including prerequisites: FREN 101, 102
Review with changes including total hours:GERM 101, 102
Review with changes including prerequisites: JAPN 102
Review with changes: RUSS 101, 102
Review with changes including prerequisites: RUSS 201, 202

MOTION: To approve the FREN, GERM, JAPN, and RUSS course outlines as presented.

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3.15. Theatre: Course outlines

Changes including title and prerequisites: THEA 112
Changes including prerequisites: THEA 215
Changes including title and prerequisites: THEA 311
Changes including total course hours: THEA 312
New course: THEA 314, Postmodern Approaches to Physical Performance
Changes including prerequisites: THEA 315
Changes including prerequisites and total course hours: THEA 316
Changes including prerequisites, total course hours, and course number: THEA 450 (formerly THEA 351)
Changes including prerequisites and total course hours: THEA 451
Changes including title and total course hours: THEA 352
Changes including title, prerequisites, total course hours, and course number: THEA 452 (formerly THEA 353)

MOTION: To approve the Theatre course outlines as presented.

449 - 468

3.16. Theatre: Program changes

Theatre diploma: Change to program requirements
Theatre extended minor and minor: Change to program requirements

MOTION: To recommend the changes to the Theatre diploma as presented, effective September 2017.

MOTION: To approve the changes to the Theatre extended minor and minor as presented, effective September 2017.

469 - 474

3.17. Social, Cultural, and Media Studies: Course outlines

Changes including title: SOC 250/GDS 250

MOTION: To approve the SOC 250/GDS 250 course outline as presented.

475 - 478

3.18. Psychology: Course outlines

Review with changes including prerequisites: PSYC 491

MOTION: To approve the PSYC 491 course outline as presented.

479 - 486

3.19. Upgrading and University Preparation: Course outlines

New course: MATH 092, Algebra and Functions
New course: MATH 093, Trigonometry and Conics

MOTION: To approve the MATH course outlines as presented.

4. OTHER BUSINESS/DISCUSSION ITEMS

4.1. Admissions Subcommittee report

4.2. Transfer Credit Subcommittee report

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4.3. Policy Subcommittee report

5. INFORMATION ITEMS

5.1. Minor course changes (outlines will be available at www.ufv.ca/calendar/courseoutlines)
COMP 061, 062, 071, 081, 091
ENGL 310, 312, 350, 352, 361
GD 101
GEOG 314, 360, 364
IPK 277
MATH 085
THEA 111, 211
VA 390

487 - 498 **5.2. Standing Committees of Senate Rules for the Conduct of Business**
Revisions approved by Senate March 10, 2017

499 **5.3. Discontinuance of Adventure Tourism Training certificate**

6. ADJOURNMENT

UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING

February 24, 2017
10:00 AM - A225
Abbotsford Campus

DRAFT MINUTES

PRESENT:	Donna Alary, Maria Bos-Chan, Sue Brigden, Rhonda Colwell, Heather Compeau, John English, Peter Geller, Nancy Goad, David Johnston, Bruce Kirkley, Emilio Landolfi, David McGuire, Elaine Newman, Samantha Pattridge, Kirsten Robertson, Eric Spalding, Ben Vanderlei, and Simon Xi
ABSENT:	Adrianna Bakos, Jared De Bruin, Vlad Dvoracek, Shirley Hardman, Ceilidh Hart, Teresa Piper, Mary Saudelli, and Arashpreet Tamber
GUESTS:	Jeff Chizma, Karin Jager, Curtis Magnuson, Steven Marsh, Maple Melder-Crozier, Michelle Rhodes, Shelley Stefan, Frank Ulbrich
RECORDER:	Amanda Grimson

1. APPROVAL OF THE AGENDA

2. APPROVAL OF UEC MINUTES

2.1. UEC draft minutes: January 27, 2017

MOTION:
To approve the draft minutes as presented.
CARRIED

3. SENATE REPORT

4. COURSES AND PROGRAMS

4.1. Global Development Studies: Course outlines
Changes including cross-listing as GEOG 109: GDS 100

MOTION:
To approve the GDS 100/GEOG 109 course outlines as presented.
CARRIED

4.2. Media Arts: Course outlines
New course: MEDA 469, Design Thinking for Creative Leadership

MOTION:
To approve the MEDA 469 course outline as presented.
CARRIED

4.3. Social, Cultural, and Media Studies: Course outlines
Changes including title and prerequisites: ANTH 220/GDS 220

MOTION:

To approve the ANTH 220/GDS 220 course outline as presented.
CARRIED

4.4. Social Work and Human Services: Course outlines
Review with changes including title and prerequisites: HSER 129, 229
Review with changes including title, prerequisites, and total hours: HSER 130, 230

As CMNS 155 is being discontinued, CMNS 125 will be added as an alternative prerequisite course for HSER 129.

MOTION:
To approve the HSER course outlines as amended:
- HSER 129 pre/corequisites: SOWK 110, HSER 120, and (one of CMNS 125, CMNS 155, or ENGL 105).

CARRIED

4.5. Peace and Conflict Studies: Course outlines
Changes including prerequisites: PACS 400

There were questions about the breakdown of course hours, and whether the 30 hours listed as "project implementation proposal" are all supervised hours. It was suggested that the total hours might be more appropriately listed as 45, rather than 60. As a representative was unable to attend, this item was postponed.

MOTION:
To postpone approval of the PACS 400 course outline.
CARRIED

4.6. Mennonite Studies: Program changes
Change to entrance and program requirements: Mennonite Studies certificate

MOTION:
To recommend the changes to the Mennonite Studies certificate as presented, effective September 2017.
CARRIED

4.7. Business: Course outlines
Review with changes including prerequisites: BUS 304, 305, 307, 309, 314, 322, 323, 324, 328, 360, 425
Review with changes including title and prerequisites: BUS 308, 321, 325
New course: BUS 493, Case Competition

MOTION:
To approve the BUS course outlines as amended:
- BUS 307, 308, and 309 calendar descriptions: "faculty ~~interest~~ expertise"
- BUS 324 prerequisites: "BUS 226/ECON 226"

CARRIED

4.8. Business: Program changes
Changes to program: Business Administration diploma

Changes are being made to ensure that diploma graduates have current knowledge. The program must now be completed within four consecutive years, with no BUS or ECON course older than five years. BBA courses must not be older than 10 years. F. Ulbrich (School of Business director) noted that the School of Business is committed to reviewing courses every four years to ensure currency.

MOTION:
To recommend the changes to the Business Administration diploma as amended, effective September 2017:

- Program duration and total number of credits: "...normally completed within two years of full-time study..."

CARRIED

Changes to program: Bachelor of Business Administration

There were concerns that the reason for reducing the time to complete the BBA from ten to eight years had not been fully demonstrated. Among the questions raised were the time limits at comparable institutions, how many students currently fall in the 8-10 year gap, and how many students initially stop out after the diploma and then later return for the BBA. F. Ulbrich noted that although the department does not have numbers for students who do not complete the degree, they do have numbers for students who complete after year 8, 10, 12, etc.

After considerable discussion, it was determined that this item should be postponed until more information can be presented. D. Alary (Institutional Research and Integrated Planning) will work with the School of Business to provide additional data.

MOTION:
To postpone the changes to the Bachelor of Business Administration until such time as the required data can be collected and presented to UEC.
CARRIED

4.9. Child, Youth, and Family Studies: Course outlines

New course: CYC 100, Human Development I for Child and Youth Care
New course: CYC 120, Human Development II for Child and Youth Care
New course: CYC 125, Introduction to Activity-Based Child and Youth Practice
New course: CYC 270, Expressive Therapies for Child and Youth Care
New course: CYC 275, Wellness and Mindfulness-Based Practices
New course: CYC 280, Introduction to Policy, Politics, and Practice in Child and Youth Care
New course: CYC 296, Inclusive Child and Youth Care Practice
New course: CYC 330, Trauma-Informed Practice in Child and Youth Care
New course: CYC 395, Developing Healthy Relationships in Child and Youth Care
New course: CYC 485, Understanding Diverse Populations in Child and Youth Care
New course: CYC 499, Capstone for Child and Youth Care Professionals
Changes including prerequisites and course number: CYC 167 (formerly CYC 267)

Changes including title, prerequisites, and course number: CYC 168 (formerly CYC 268)
Changes including title and prerequisites: CYC 202
Changes including prerequisites and course number: CYC 203 (formerly CYC 302)
Changes including title and prerequisites: CYC 320
Changes including course number: CYC 325 (formerly CYC 423)
Change to prerequisites: CYC 340
Changes including prerequisites and course number: CYC 367 (formerly CYC 467)
Changes including prerequisites and course number: CYC 368 (formerly CYC 468)
Discontinuation: CYC 321, 341

MOTION:
To approve the CYC course outlines as amended:

- CYC 120, 168, 202, 203, 270, 275, 280, 296, 330, 395, and 485 prerequisites: "CYC 100" changed to "(CYC 100 or ECE 100)".
- CYC 202, 203, 270, 275, 280, 296, 330, 395, 485 prerequisites: "CYC 120" changed to "(CYC 120 or ECE 120)".
- CYC 280 and 395 hours: 5 laboratory hours will be deleted and added to field experience hours.

CARRIED

4.10. Child, Youth, and Family Studies: Program changes
Changes to entrance and program requirements: Bachelor of Arts in Child and Youth Care

MOTION:
To recommend approval of the changes to the Bachelor of Arts in Child and Youth Care entrance and program requirements as amended, effective September 2017:

- Entrance requirements, Option 2 and Option 3: remove "A GPA of at least 2.33 (C+)" and "All core CYC courses or equivalent will still be required".

CARRIED

4.11. Visual Arts: Course outlines
Change to prerequisites: VA 231

MOTION:
To approve the VA 231 course outline as presented.
CARRIED

4.12. Visual Arts: Program changes
Change to declaration requirements: Visual Arts major

MOTION:
To approve the change to the Visual Arts major declaration requirements as presented, effective September 2017.
CARRIED

4.13. Communications: Program changes

Change to program requirements: Communications minor

MOTION:
To approve the changes to the Communications minor program requirements as presented, effective September 2017.
CARRIED

4.14. General Studies: Program changes

Change to entrance and program requirements: General Studies diploma

MOTION:
To recommend the changes to the General Studies diploma entrance and program requirements as presented, effective September 2017.
CARRIED

Change to program requirements: Bachelor of General Studies

MOTION:
To approve the changes to the Bachelor of General Studies program requirements as presented, effective September 2017.
CARRIED

4.15. Physics: Program changes

Change to program requirements: Physics Honours

Questions were raised regarding whether this program satisfies the requirements for the UFV Honours Framework. J. Chizma (Physics department head) noted that the Physics Honours was developed under the previous framework, and the department has been under the impression that such programs would be grandparented going forward.

Although UEC agreed that this issue should not prevent approval of the proposed changes, current policies should be taken into account when programs are reviewed. Physics is currently undergoing a program review, and the department should consider how the honours program can be revised to meet the current framework.

MOTION:
To approve the changes to the Physics Honours as presented, effective September 2017.
CARRIED

MOTION:
To request that the Physics department bring the Physics Honours program back within one year, specifically addressing the issue of how this program meets the current Honours Framework.
CARRIED

5. OTHER BUSINESS/DISCUSSION ITEMS

5.1. Student Academic Misconduct policy

Feedback is currently being sought on revisions to this policy.

5.2. Admissions Subcommittee report

There was no report from this subcommittee.

5.3. Transfer Credit Subcommittee report

There was no report from this subcommittee.

5.4. Policy Subcommittee report

There was no report from this subcommittee.

6. INFORMATION ITEMS

6.1. Minor course changes (outlines will be available at www.ufv.ca/calendar/courseoutlines)
BUS 326, 327, 329, 338, 348
BUS 349/ECON 349, BUS 433/ECON 433, BUS 435/ECON 435, BUS 449/ECON 449
HIST 102, 121, 122, 162, 211, 212, 241, 264, 265, 309, 311, 325, 335, 340, 357, 364, 391, 392, 412, 414, 426, 430, 431
JAPN 101, 103
SPAN 101, 102, 201, 202

7. ADJOURNMENT

The meeting was adjourned at 12:25 pm.

MEMO

UNIVERSITY OF THE FRASER VALLEY

SCHOOL OF BUSINESS

To: UEC

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

CC: Dr. Tracy Ryder Glass, Dean, Faculty of Professional Studies

Date: March 9, 2017
revised March 14, 2017

Re: Additional information about BBA program length

At the last UEC meeting the School of Business was asked to provide additional information on the completion time of students in the BBA program as well as a comparison of program lengths of other programs in Canada.

Completion data of BBA students at UFV

Data for this section was provided by the Department of Institutional Research and Planning (IRP). It was found that:

1. The suggested change from ten to eight years to complete the student, impacts virtually no students. IRP reported that of 808 graduates, 805 (99.6%) completed their program within eight years, 1 (.1%) completed within nine or ten years, and only 2 (.2%) completed their program within more than ten years.
2. With regard to the currency of courses upon graduation, IRP reported that of 808 graduates 792 (98.0%) graduated with courses that were 10 years old or younger, only 16 (2%) graduated with courses that were more than 10 years old.
3. Forty-four students (5.4%) graduate with upper-level courses more than 5 years old (no distinction was made on whether these were BUS/ECON courses or not).
4. The number of student who did not complete the BBA program, in the time period from Fall 2010 to Fall 2015, was 495.
5. It was found that BBA students tend to on average, take 3 to 4 courses during the Fall and Winter, while taking 2 courses in the Summer. This suggest that a BBA student graduates on average within four to five years.

Additional data was requested on profiles of students who do not compete the BBA program (how many courses did they complete, mode of studies, how long did they study in the BBA program before leaving/giving up, etc.). The retention data (see attachment) does not provide all details but shows how many students left UFV.

Comparison of program lengths of other programs

In comparing program lengths of other Bachelor of Business Administration and Bachelor of Commerce programs in Canada, the following twenty-eight institutions were examined for descriptions in their academic/university calendar regarding the length of program and graduation requirements:

- British Columbia Institute of Technology (BCIT)
- Brock University
- Capilano University
- Douglas College
- HEC Montreal
- Kwantlen Polytechnic University
- Langara College
- Laurentian University
- Laval University
- McGill University
- McMaster University
- Memorial University
- North Island University
- Queen's University
- Ryerson University
- Simon Fraser University
- St. Mary's University
- Thompson Rivers University
- Trinity Western University
- University Canada West
- University of British Columbia
- University of Calgary
- University of Guelph
- University of Ottawa
- University of Regina
- University of Victoria
- University of Western Ontario
- York University

Only four institutions (BCIT, HEC Montreal, McGill U, and York U) explicitly state a length requirement.

While BCIT allows **seven years** to complete the BBA program, HEC Montreal and York U allow **five years**, and McGill U requires students to complete their studies within **eight terms** (for out-of-province students the eight term limits starts after completion of the first year of their studies).

On a wider institutional- or faculty-level IRP performed a search for time limits from selected institutions. IRP found that:

1. There is an eight-year limit in place at Mount Royal University
2. There is a ten-year limit in place at:
    a. University of Calgary – only for specific courses (Faculty level)
    b. University of Saskatchewan – program (Faculty level)
    c. University of Lethbridge – program (Faculty level)
    d. Dalhousie University – courses (Faculty level)
    e. Kwantlen Polytechnic University – degree programs (Institutional level)
    f. Grant MacEwan University – degree programs (Institutional level)
3. There is no information available regarding time limits or program duration for:
    a. UBC – Vancouver
    b. UBC – Okanagan
    c. Simon Fraser University
    d. York University
    e. University of Toronto
    f. Capilano University
    g. Thompson Rivers University
    h. Vancouver Island University

It is assumed that the other institutions (not listed above) and institutions listed under item 3 expect their students to graduate in a timely fashion (close to the program length of four years).

Memo for Program Changes

To: UEC

From: School of Business Curriculum Committee

Date: November 16, 2016

Subject: Program change (Bachelor of Business Administration Degree)

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: Editorial changes; graduation requirements

2. Rationale for change(s):

   For editorial changes the goal is clarification of information. In particular, the current calendar copy template has been used and copy that could be replaced by dynamic links to general sections in the calendar have been introduced instead of repeating (often outdated) information within the program calendar copy. Graduation requirements have been clarified too.

   Changes to the duration of the program are proposed. Currently, the Business Administration diploma can be completed within up to ten years. The change to the maximum time allowed to complete the program reduces the allowed time to eight consecutive academic years (or twenty-three semesters), which – for part-time students – is three times the length required by a full-time student who studies five courses per semester. This change not only strengthens the currency of the program, but also allows aligns with the proposed changes to the length of the Business Administration diploma program.

   Regarding changes to the graduation requirements (“At the time of applying for graduation, no course applicable toward the BBA program may be older than ten years, and no upper-level BUS or ECON course applicable toward the BBA program may be older than five years.”), the change has been made to reflect the length of the program as well as promoting currency of the program and guiding students through their studies. This change encourages students to follow their program plan rather than procrastinating the completion of lower-level courses and taking upper-level courses too early in their studies.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: N/A
4. What consideration has been given to indigenizing the curriculum? N/A
5. Will additional resources be required? If so, how will these costs be covered? N/A
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? N/A
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? 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

Bachelor of Business Administration

Comment from UEC Screening Subcommittee:

- Is there evidence to support the current length of the program being problematic, such as time to completion data?

From: Frank Ulbrich
Sent: February-08-17 1:34 PM
Subject: Re: BBA Revisions

In response to the comments from the UEC Screening Subcommittee,

Similar to the diploma program, the changes to the length of the program are of administrative nature. The ten-year option was always indented to be a part-time option in the BBA program. This option stems from a time in which courses where only offered in the fall and winter semesters respectively. It allowed part-time students to complete their studies in 20 semesters.

The School of Business now offers all core BBA BUS courses in all three semesters. A student who studies part-time, taking courses in all three semesters, and starts their program in fall, will have completed 23 semesters by the end of the winter semester, eight years after their start (8 x 3 – 1 = 23). Hence, a change to allow a maximum of eight years to complete the program is not a change to the time to completion but an administrative adjustment, taking into account that the program offering has changed and is now more flexible than before.

Students who can demonstrate extenuating circumstance still have the option to complete the BBA program in ten years.

Regarding changes to the graduation requirements (“At the time of applying for graduation, no course applicable toward the BBA program may be older than ten years, and no upper-level BUS or ECON course applicable toward the BBA program may be older than five years.”) the change has been made to reflect the length of the program as well as promoting currency of the program and guiding students through their studies. This change encourages students to follow their program plan rather than procrastinating the completion of lower-level courses and taking upper-level courses too early in their studies.

Changes proposed to the memo and calendar copy by the UEC Screening Subcommittee and Elaine Harris have been incorporated in the amended and attached memo and calendar copy documents.

Regards,

Frank

Academic Calendar Fall 2017~~6~~

Faculty of Professional Studies

School of Business
ufv.ca/business

Bachelor of Business Administration

The Bachelor of Business Administration (BBA) degree is a four-year program. ~~UFV offers a program leading to a Bachelor of Business Administration (BBA) degree. The~~ Its 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 BBA degree consists of a minimum of 120 credits.~~

Students must choose between a general BBA or a major in Accounting, Finance, Human Resource Management, or Marketing. Students normally declare their intention to pursue a major 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.

Entrance requirements

~~The Bachelor of Business Administration degree is a four-year program. Students~~ Applicants 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~~ applicants 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~~entrance (for applicants who have completed at least nine post-secondary credits at a recognized post-secondary institution)

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~~
   - ~~all credits transferrable to the BBA, with a minimum GPA of 2.67 calculated on those credits.~~
2. Prerequisites for MATH 141.
3. Prerequisites for ENGL 105.
4. ~~Prerequisites for MATH 141.~~A minimum of nine post-secondary credits with a minimum CGPA of 2.0 based on all courses attempted

~~4.~~5. One of the following:
   - ~~o~~ a minimum GPA of 2.67 on all university-level credits attempted, or
   - ~~o~~
   - all credits transferrable to the BBA, with a minimum GPA of 2.67 calculated on those credits.

~~5.~~

~~**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.~~

~~Applicants must meet the Degree/diploma level English language proficiency requirement. For details on how this requirement may be met, see the English language proficiency requirement section of the calendar.~~

~~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 semester only. For application deadlines, see the Specific intake application process section.

How to apply

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

You will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required when you register (see the Fees and Other Costs section). This money will be applied toward your tuition fees. Final payment of all course fees is due the end of the second week of classes.

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:

- Official transcript from high school
- B.C. English 12 or equivalent with a minimum C+ (see Note)
- B.C. Principles of Math 12 or equivalent with a minimum C+
- 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.

Fees and additional costs

See the Fees and Other Costs ~~section.~~ section.

Program Duration and total number of credits

~~Students can complete the~~ The BBA degree program is normally completed within four years of study, ~~if they~~ completinge ten courses per academic year.

A reduced course load is permitted. Students are allowed up to eight consecutive academic years to complete the program from the time of enrolment into the BBA or first admission into the Business Administration Diploma for those laddering into the BBA program. ~~The BBA can be taken part-time.~~

The BBA degree consists of a minimum of 120 credits.

Location

~~All business courses are offered at the~~ Abbotsford ~~campus~~. Some lower-level courses ~~are~~ may also be offered at the Chilliwack and Mission campuses.

Program outline

First year

Semester I

Course	Title	Credits
BUS 100	Introduction to Business	3
BUS 160/CIS 110	Computerized Business Applications and MIS	3
ECON 100	Principles of Microeconomics	3
ENGL 105	Academic Writing	3
~~ECON 100~~	~~Principles of Microeconomics~~	~~3~~
MATH 141	Calculus for Business	3

Semester II

Course	Title	Credits
BUS 120	Essentials of Marketing	3
BUS 143	Accounting I	3
~~STAT 106~~	~~Statistics I~~	~~4~~
CMNS 125	Introduction to Workplace Communication	3
ECON 101	Principles of Macroeconomics	3
STAT 106	Statistics I	4

Second year

Semester III

Course	Title	Credits
BUS 144	Accounting II	3
BUS 203	Organizational Behaviour	3
BUS 221	Professional Selling	3
BUS 249	Essentials of Finance (formerly BUS 149, 162)	3
CMNS 251	Professional Report Writing	3

Semester IV

Course	Title	Credits
BUS 201	Human Resource Management	3
BUS 226/ ECON 226	Economic and Business Statistics (formerly BUS 301)	3
BUS 227	New Business Development	3
BUS 247	Introductory Management Accounting	3
BUS 261	Business Law	3

Third year

Semester V

Course	Title	Credits
BUS 320	Business Research Methods	3
ECON 307	Managerial Microeconomics	3
Elective	Lower or upper-level Business elective (see Note 1)	3
Elective	Upper-level Business elective (see Note 1)	3

Elective	General education requirement (see Note 2)	3

Semester VI

Course	Title	Credits
BUS 349	Financial Management I	3
Elective	Upper-level Business elective (see Note 1)	3
Elective	Upper-level Business elective (see Note 1)	3
Elective	Upper-level Business elective (see Note 1)	3
Elective	General education requirement (see Note 2)	3

Fourth year

Semester VII

Course	Title	Credits
BUS 403	Strategic Management	3
BUS 404	Management Science	3
Elective	Upper-level Business elective (see Note 1)	3
Elective	Upper-level Business elective (see Note 1)	3
Elective	General education requirement (see Note 2)	3

Semester VIII

Course	Title	Credits
BUS 405	Strategic Management Simulation	3
Elective	Upper-level Business elective (see Note 1)	3
Elective	Upper-level Business elective (see Note 1)	3
Elective	Upper-level Business elective (see Note 1)	3
Elective	General education requirement (see Note 2)	3

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~~ One natural science (lab) course, ~~.~~
- ~~O~~one humanities course, ~~.~~
- ~~O~~one social science course, and ~~.~~
- ~~O~~one other general education elective (any university-level course of three credits or more) other than business~~.~~ ~~(Any university-level course of three credits or more.)~~.

Program requirements

Bachelor of Business Administration degree students are required to complete all courses in the program and a minimum of 120 credits. BBA program requirements consist of a minimum of 15 courses at the 300/400 level in business and economics.

General requirements contribute to developing a breath of knowledge and consist of mandatory courses offered by other disciplines and a number of general education electives. Students should consult with a School of Business program advisor for eligible courses that meet the general education elective requirements.

~~Specializations or options of the program~~

Majors and minors of the program

The following majors and minors are available in the BBA program:

- Accounting major
- Finance major
- Human Resource Management major
- Marketing major
- Financial Management minor
- Operations Management/Management Information Systems minor
- Organizational Studies minor

See this section for major and minor requirements.

Bachelor of Business Administration (BBA) 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 BBA Honours program, by declaration, after completing ~~no fewer than~~at least ~~60~~ ~~credits and~~ but not more than 90 credits applicable to the BBA degree. Applications after completion of 90 or more ~~than 90~~ credits will only be considered under extenuating circumstances.
- A minimum CGPA of 3.5 on all courses applicable to the BBA Honours 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 (BUS) 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 listed in the UFV calendar.

Program regulations

a. Continuance and probation

Program continuance and probation are governed by UFV's Undergraduate Continuance policy (92).

Additional requirements for the BBA program:

(1) Students in the Bachelor of Business Administration degree program must maintain a minimum ~~rolling p~~Program GPA (PGPA) of 2.67 (B- letter grade average). The PGPA is calculated on all courses applicable to the BBA.
~~Students must also maintain a minimum CGPA as defined in the Academic standing and undergraduate continuance section of the academic calendar.~~
Students whose program GPA falls below 2.67 are subject to program warning for the next semester. A student on program warning may not register in a course overload.
(2)
Students on program warning who do not achieve a semester GPA of at least 2.67 will be withdrawn from the program.
(3)
Students on program warning who achieve~~s~~ a single semester GPA of at least 2.67 will continue on program warning until the minimum program GPA of 2.67 is achieved.
(4)
(5) Students on program warning who have not accomplished a program GPA of 2.67 within three semesters will be withdrawn from the program.

b. Course repetition

See UFV's Course Repeat policy (86).

c. Readmission

~~Students who have been required to withdraw from UFV under the Undergraduate Continuance policy (92) are subject to re-admission and continuance requirements as listed in the UFV academic calendar.~~

~~Students are only re-admitted once to the BBA degree program.~~Students who have been required to withdraw from UFV under the Undergraduate Continuance policy (92) are subject to re-admission requirements as per policy.

Students seeking re-admission to the BBA must meet the BBA entrance requirements stated in Option 2, University entrance.

Students will be re-admitted to the BBA degree program only once.

d. Residency

At least 50% of the course work, including at least 10 upper-level business courses numbered BUS 300–499, must be completed at UFV.

Courses taken at partnering universities through an approved Study Abroad student exchange may be used to meet residency requirements.

e. Graduation requirements

A program GPA (PGPA) of 2.67 or higher on all courses applicable toward the BBA program, and a cumulative GPA (CGPA) of 2.0 on all courses attempted, are required for graduation.

~~A cumulative program GPA of 2.67 or higher on all courses applicable toward the BBA program is required for graduation.~~

At the time of applying for graduation, no course applicable toward the BBA program may be older than ten years, and no upper-level BUS or ECON course applicable toward the BBA program may be older than five years.

See UFV Graduation policies for more information.

f. Maximum length of time to complete program

Students are allowed up to eight consecutive years to complete program requirements.

Students with personal extenuating circumstances can apply to the Director of the School of Business for an extension. At the Director of the School of Business' discretion, an extension of up to two years, allowing up to ten consecutive years for program completion, might be granted.

~~**Continuance and probation**~~

~~Students in the Bachelor of Business Administration degree program must maintain a minimum rolling program GPA of 2.67 (B- average). Students must also maintain a minimum CGPA as defined in the Academic standing and undergraduate continuance section of the academic calendar.~~

~~Students whose program GPA falls below 2.67 are subject to program warning for the next semester. A student on program warning may not register in a course overload.~~

~~Students on program warning who do not achieve a semester GPA of at least 2.67 will be withdrawn from the program.~~

~~Students on program warning who achieves a single semester GPA of at least 2.67 will continue on program warning until the minimum program GPA of 2.67 is achieved.~~

Students on program warning who have not accomplished a program GPA of 2.67 within three semesters will be withdrawn from the program.

Course repetition

See UFV's Course Repeat policy (86).

Readmission

Students can reapply to the program once they meet the required program GPA. Students should make an appointment with an advisor in the School of Business to discuss the process.

Residency

At least 50% of the course work must be completed at UFV, including at least 10 of the business courses numbered 300-499. Courses taken at partnering universities through an approved Study Abroad student exchange may be used to meet residency requirements.

Graduation requirements

A minimum program GPA of 2.67.

Successful completion of all required courses of the BBA program.

Maximum length of time to complete the program

At time of graduation, no course applicable to the BBA program may be older than ten years and no upper-level Business or Economics courses applicable to the BBA may be older than 5 years. The maximum length of time to complete the program is 8 years with a possible

extension of 2 years, under extenuating circumstances, at the Director of the School of Business discretion.

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. Courses taken at partnering universities through an approved Study Abroad student exchange may be used to meet residency requirements.

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 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 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.)

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 all courses in the program and 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.

General requirements contribute to developing a breath of knowledge and consist of mandatory courses offered by other disciplines and a number 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.

Standing required for continuance

Students in the Bachelor of Business Administration degree program must maintain a minimum rolling program GPA and semester average of 2.67 (B- average) or above. Students are must also expected to maintain a minimum 2.0 CGPA on all courses. For further details, see the as defined in the Academic standing and undergraduate continuance section of the academic calendar.

Program warning

Students whose program GPA or semester GPA falls below 2.67 during their program are subject to program warning for the next semester. A student on program warning may not register in a course overload.

Students on program warning who do not achieve a semester GPA of at least 2.67 while they are on program warning will be required to withdrawn from the program.

A sStudents on program warning who achieves a single semester GPA of at least 2.67 will continue on program warning until the minimum program GPA of 2.67 is achieved.

Students on program warning who have not accomplished a program GPA of 2.67 within three semesters will be withdrawn from the program.

Required to withdraw

Students who have been required to withdraw from the BBA program may have the opportunity to continue as General Studies students, but may not register for any upper-level courses that require admission to the BBA program.

Appeals for re-admission

program Students who are required to withdraw from the program must submit an appeal for re-admission if they wish to resume studies in the program.

In general, 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 applied for. Re-admission is not automatic.

Graduation requirements

A minimum program GPA of 2.67 or above in years one to four of the BBA.

Successful completion of all core and elective required courses of the BBA program.

At time of graduation, no course applicable to the BBA program may be older than ten years.

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 yearscomplete ten courses per academic year 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.~~

~~All business courses are offered at the Abbotsford campus. Most~~ Some ~~first and second year~~lower-level ~~courses are also offered at the Chilliwack and Mission campuses. Some of the non-business courses are available only in Abbotsford. 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 e~~Extended minors and minors offered by other disciplines

Students who choose to combine their BBA with a minor or extended minor in another ~~Arts or Science~~ discipline must complete all the requirements of the BBA degree and all ~~the~~ discipline requirements of the minor or extended minor. ~~If you are~~ Students interested in pursuing this option, must contact an ~~academic~~academic ~~School of Business program~~ advisor and obtain permission from the department that offers the minor~~to discuss your program plan~~.

Co-operative Education option

The Co-operative Education option offers students in the School of Business 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.~~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~~

~~Semester I~~

~~Title~~	~~Credits~~

Return to main School of Business page

Course		
BUS 100	Introduction to Business	3
BUS 160/CIS 110	Computerized Business Applications and MIS	3
ENGL 105	Academic Writing	3
ECON 100	Principles of Microeconomics	3
MATH 141	Calculus for Business	3

Semester II

Course	Title	Credits
BUS 120	Essentials of Marketing	3
BUS 143	Accounting I	3
STAT 106	Statistics I	4
CMNS 125	Introduction to Workplace Communication	3
ECON 101	Principles of Macroeconomics	3

Second year

Semester III

Course	Title	Credits
BUS 144	Accounting II	3
BUS 203	Organizational Behaviour	3
BUS 221	Professional Selling	3
BUS 249	Essentials of Finance (formerly BUS 149, 162)	3
CMNS 251	Professional Report Writing	3

Semester IV

Course	Title	Credits
BUS 201	Human Resource Management	3
BUS 226/ ECON 226	Economic and Business Statistics (formerly BUS 301)	43
BUS 227	New Business Development	3
BUS 247	Introductory Management Accounting	3

BUS 261	Business Law	3

Third year

Semester V

Course	Title	Credits
BUS 320	Business Research Methods	3
ECON 307	Managerial Microeconomics	3
Elective	Lower or upper-level Business elective (see Note 1)	3
Elective	Upper-level Business elective (see Note 1)	3
Elective	General education requirement (see Note 2)	3

Semester VI

Course	Title	Credits
BUS 349	Financial Management I	3
Elective	Upper-level Business elective (see Note 1)	3
Elective	Upper-level Business elective (see Note 1)	3
Elective	Upper-level Business elective (see Note 1)	3
Elective	General education requirement (see Note 2)	3

Fourth year

Semester VII

Course	Title	Credits
BUS 403	Strategic Management	3
BUS 404	Management Science	3
Elective	Upper-level Business elective (see Note 1)	3
Elective	Upper-level Business elective (see Note 1)	3
Elective	General education requirement (see Note 2)	3

Semester VIII

Course	Title	Credits
BUS 405	Strategic Management Simulation	3
Elective	Upper-level Business elective (see Note 1)	3
Elective	Upper-level Business elective (see Note 1)	3
Elective	Upper-level Business elective (see Note 1)	3

Elective	General education requirement (see Note 2)	3

Return to main School of Business page

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. (Any university-level course of three credits or more.)

Majors and minors

The following majors and minors are available in the BBA program:

- Accounting major
- Finance major
- Human Resource Management major
- Marketing major
- Financial Management minor
- Operations Management/Management Information Systems minor
- Organizational Studies minor

See this section for major and 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 listed in the UFV calendar.

Memo for Course Changes

To: CACC

From: Steve Schroeder, Teaching Chair, Peace and Conflict Studies

Date: 25 November 2016

Subject: Proposal for revision of PACS 400

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: delivery methods are clarified in the changes. The project, and related seminar paper that proposes the implementation of the project, are reflected in the 'total hours' section of the outline and in the evaluation section. For clarification, there are additions in the 'typical texts' and 'typical course content' sections.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): Yes; clarification regarding the major paper that is related to the course project is provided here. Implementation of the project will be proposed in the major paper, but not in actual field work in the community.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No
5. Which program areas have been consulted about the change(s)? None.
6. What consideration has been given to indigenizing the curriculum? The PACS program has many areas that focus on indigenous content and settler-Indigenous reconciliation, but these aspects of the program are not seen specifically in these minor course changes.
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: Standard 3-credit course fees.

CWC comments and responses:

- Title: as the program is called Peace and Conflict Studies, should the title be "Peacebuilding and Conflict Analysis Seminar", and the short title "Peace and Conflict Seminar"?
  "Peace and Conflict Studies" is a field, recognized as such (esp. in Canada); the course is focused on analysing conflicts (first), then moving on to the peacebuilding strategies and implementation (next, in sequence). Thus the wording in the respective titles.

- A new Communications course, CMNS 140, has been identified as having some overlap with HSER 120. Would you consider adding CMNS 140 as an alternative to HSER 120 or CMNS 180?
  Although CMNS 140 may well be a good fit here, the PACS Curriculum Committee would need to be consulted on any changes regarding course additions (to the course grids, especially the core, required program courses). This course could be added to the course grid in the future (as suggested, one of three possibilities), but this would occur after consultation among members of the PACS Curriculum Committee.

- Since PACS 100 and 200 are both prerequisites for PACS 310, is it necessary to include them in the prerequisites for PACS 400?
  Yes – this is to ensure that all students have, in fact, taken the three courses that are listed here (as, in some cases, the PACS 310 instructor may have waived the pre-reqs without consultation of the PACS program coordinator, who would be providing approval for the student to take PACS 400).

- Hours: are the 30 hours identified as "project implementation proposal" supervised in-class hours, or are these done as homework? Also, 3-credit Arts classes are more typically 45 hours. Please confirm that 3 credits and 60 hours are correct.
  These 30 hours would be done as homework (independent work) and likely in meetings with the instructor (on a case by case basis). Yes, the 3 credits and 60 hours are correct.

- Learning outcome #1: suggest changing "Demonstrate a thorough knowledge of…" to "Explain…" or similar.
  As the core component under consideration is the PACS field of scholarship, demonstrating a thorough knowledge of that field seems to fit better than explaining it; demonstration includes making the connections between key theses and sub-fields in the multi-disciplinary field, which requires more sophistication than explanation, which can be merely a process of identification and a re-production of what has been read, without the depth of the prior approach.

Questions from Feb. 24, 2017 UEC meeting and responses:

- Are the hours listed as "Project implementation proposal" supervised or homework?
  This will be homework; the proposal and its implementation will be discussed and directed during the seminars/tutorials/workshops segment of the course.

- Should the course be a total of 45 hours rather than 60?
  For the project work, 60 hours should be maintained here. There will be flexibility with the project hours; if a student finishes the work well in under 30 hours (of homework), that's fine. But, if the course is dropped to 45 hours, this would limit the homework hours for those students who may require this additional time to complete the project.

ORIGINAL COURSE IMPLEMENTATION DATE:	January 2015
REVISED COURSE IMPLEMENTATION DATE:	September 2017
COURSE TO BE REVIEWED: (six years after UEC approval)	September 2020

Course outline form version: 11/22/13

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: PACS 400 **Number of Credits: 3** Course credit policy (105)

Course Full Title: Conflict Analysis and Peacebuilding Seminar
Course Short Title: Conflict & Peace Seminar

Faculty: Faculty of Social Sciences | **Department (or program if no department):** Peace and Conflict Studies

Calendar Description:

This course centers on a major project that analyzes and proposes the implementation of peacebuilding tools related to the community or workplace. The project, and the seminar paper presentations and discussions, are designed to increase self-awareness, and to equip students with vigorous and appropriate communication and peacebuilding skills.

Prerequisites (or NONE): 90 university-level credits including PACS 100, PACS 200, PACS 310, GEOG 346, and (one of HSER 120 or CMNS 180), and permission of the PACS Program Coordinator.

Corequisites (if applicable, or NONE): None

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

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☐ Yes ☒ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (Note: If yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☐ No

To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 60
Typical structure of instructional hours:

Lecture hours	
Seminars/tutorials/workshops	30
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: Project implementation proposal	30
Total	**60**

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): 10

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

Department / Program Head or Director:	Dr. Steven Schroeder	**Date approved:**	November 2016
Campus-Wide Consultation (CWC)		**Date of posting:**	January 27, 2017
Faculty Council approval		**Date approved:**	December 2016
Dean/Associate VP:	Dr. Jacqueline Nolte	**Date approved:**	December 2016
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Demonstrate a thorough knowledge of the scholarship and peacebuilding methodology in the field of Peace and Conflict Studies
- Advocate for meeting the needs of all people in a conflict scenario, even when confronted with strong opposition
- Demonstrate the ability to select the most effective peacebuilding methods in relation to specific, common conflicts in relationships, the community, and between large groups and nations
- Apply theoretically and in a written proposal, a wide range of peacebuilding methods to a real-life scenario in a major project related to the community or workplace
- Evaluate the projected effectiveness of the applied peacebuilding methods and suggest alternatives in relation to the major project
- Provide constructive feedback on others students' peacebuilding projects
- Work collaboratively and effectively with others

Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because this course includes components that are unique to the PACS major at UFV.

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

Seminar presentations, discussions, and evaluations

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.	Place of Publication	Year
1.	Philpott, D. and Powers, G.	Strategies of Peace: Transforming Conflict in a Violent World	☒	Oxford	2010
2.	Lederach, J.P.	Building Peace: Sustainable Reconciliation in Divided Societies	☒	Washington	2006
3.	Sandole, D., Byrne, S., Sandole-Staroste, I., and Senehi, J.	Handbook of Conflict Analysis and Resolution	☒	New York	2009
4.			☐		
5.			☐		

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Major Project	50%	Seminar Presentation:	50%	Total:	100%

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

Typical Course Content and Topics

Specific course content will be determined by the professor at the beginning of the course.
Essential course components include:

1. Development of a major peacebuilding project related to the community or workplace
2. A written proposal for implementation of the peacebuilding plan
3. Presentation of the proposal in a student seminar
4. Evaluation of other students' proposals in the student seminar

Memo for Program Changes

To: Professional Studies Faculty Council and UEC

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

Date: November 10, 2016

Subject: Program change Teaching English as a Second Language

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 the following courses:***
     - *TESL 302 Teaching English as a Second Language to Children*
     - *TESL 303 Teaching Reading and Writing to ESL Learners*
     - *TESL 304 Teaching Oral Skills*
     - *TESL 305 Teaching English Pronunciation*
     - *TESL 311 Teaching ESL Writing and Grammar: From Theory to Practice*
   - ***Application Intake change***
   - ***Graduate Studies option***
   - ***Change in the number of credits needed for completion***

2. Rationale for change(s):

   Pages 5-6 outline the rationales for changes for point #1.

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

   In the memos for each revised and new course explains how the outcomes were made more challenging and align to the Institutional Learning Outcomes.

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

   In changing the designation of courses, topics, and learning outcomes from TESL to Second Language Education we have made the program more accessible to potential teachers of Indigenous, Heritage, and other non-English languages.

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

   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?

   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?

   Yes, the number of core courses has been reduced and electives have been eliminated. These courses will be offered within the discipline. See page 6 – Recommendation #1.

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

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

   The number of core and elective courses will be reduced. Dr. Jacqueline Nolte's (Faculty of the College of Arts) Memo included page 4.

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. ***Pending***

To: Karen Power, Angie Reid for Faculty of Professional Studies Council

From: Dr. Bruce Kirkley, Acting Program Development and QA Coordinator

CC: Dr. Tracy Ryder Glass, Dr. Seonaigh MacPherson, Corinne Richardson

Date: Nov. 16, 2016

Re: Proposed changes to Teaching English as a Second Language (TESL) certificate

---

The Program Development Office has reviewed the proposed changes to the Teaching English as a Second Language (TESL) Certificate, and has determined that the revisions fall within the definitions of a major program change and do not constitute a new program. While the proposed changes are extensive, the major objectives of the program remain intact and the changes serve primarily to focus, strengthen and streamline the courses required to meet the program objectives. Furthermore, the changes are not of significant scope to warrant a renaming of the credential, which is the criteria by which the Ministry would deem a revision to meet the definition of a new program.

To: Amanda Grimson for Undergraduate Education Committee

From: Dr. Bruce Kirkley, Acting Program Development and QA Coordinator

CC: Dr. Tracy Ryder Glass, Dr. Seonaigh MacPherson, Corinne Richardson

Date: Nov. 16, 2016

Re: Proposed changes to Teaching English as a Second Language (TESL) certificate

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The Program Development Office has reviewed the proposed changes to the Teaching English as a Second Language (TESL) Certificate, and has determined that the revisions fall within the definitions of a major program change and do not constitute a new program. While the proposed changes are extensive, the major objectives of the program remain intact and the changes serve primarily to focus, strengthen and streamline the courses required to meet the program objectives. Furthermore, the changes are not of significant scope to warrant a renaming of the credential, which is the criteria by which the Ministry would deem a revision to meet the definition of a new program.

To: Deborah Block for Graduate Studies Committee

From: Dr. Bruce Kirkley, Acting Program Development and QA Coordinator

CC: Dr. Alastair Hodges, Dr. Tracy Ryder Glass, Dr. Seonaigh MacPherson, Corinne Richardson

Date: Nov. 16, 2016

Re: Proposed changes to Teaching English as a Second Language (TESL) certificate

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The Program Development Office has reviewed the proposed changes to the Teaching English as a Second Language (TESL) Certificate, and has determined that the revisions fall within the definitions of a major program change and do not constitute a new program. While the proposed changes are extensive, the major objectives of the program remain intact and the changes serve primarily to focus, strengthen and streamline the courses required to meet the program objectives. Furthermore, the changes are not of significant scope to warrant a renaming of the credential, which is the criteria by which the Ministry would deem a revision to meet the definition of a new program.

MEMO: **Transfer and Revision of the TESL Program**

Seonaigh MacPherson, Ph.D. Head, Department of Adult Education

November 03, 2016

Background of TESL Program Changes

The Department of Adult Education agreed to assume administrative leadership of the TESL certificate program from Continuing Education as of April 01, 2017, with the following conditions:

- The program be re-vamped to make it more attractive to students and the profession, namely the following:
  - The # courses be reduced from 10 to 5 while maintaining the TESL Canada Professional Certificate Standard Two (250 hours of instructions); and
  - That a graduate pathway for the certificate be explored and considered.
- The program be designed to be delivered in the hybrid model we use for our Adult Education courses to accommodate distance learners.
- The university allocate the Department appropriate resources *over time* based on changing enrolment and tuition revenue to make it sustainable.

The Department of Adult Education is an appropriate unit to deliver this degree given the following reasons:

Disciplinary and Professional

- TESL Canada certification is intended for teachers of adult learners.
- One key demographic of adult education in Canada is newcomers, and official language assessment, education, and support are important components of newcomer education.

Students

- Teaching adult English language learners (ELLs) and teaching immigrants are common backgrounds or target occupations for our students.
- Adult Education is a common major and/or elective choice for TESL certificate students

Faculty Expertise

- We have faculty members with top credentials in TESL, including the TESL Canada III certification required to keep this level of TESL Canada certification.
- Our faculty members have done research and published in leading journals in the field.
- Our faculty members have good outreach to the TESL profession in BC and Canada.
- It is not difficult to find faculty recruits as sessional instructors or as new hires that have this combined background in TESL and Adult Education.

Department Resources and Outreach

- We have negotiated agreements with the University of Calgary for a pathway for transfer of the certificate courses at the grad level for completion as a Master's (M.Ed in Interdisciplinary Studies), which will give students the option of a TESL Canada Professional Standard Three. This is required to teach in most post-secondary environments and brings with it a much higher income potential.
- We deliver programs using a hybrid model that enables distance learners to participate.
- We are accustomed to marketing in locations that overlap with potential TESL Ss.

Rationale for TESL Program Changes:

Currently, the TESL program at UFV has relatively low enrolment rates, which is underusing an important potential employment pathway for students. There are a few reasons to explain this:

1. The current program requires ten courses (33 credits) – twice the required number for TESL Canada Professional Certificate: Standard Two.
   - Competing programs, such as Douglas College's TESL certificate, provide the same certification standard in five or six courses.
   - TESL Canada Professional: Standard Two certificate requires a minimum of 250 hours of class time, which can be done in five courses at UFV given all of the TESL courses are listed at 4 credits (= 60 hours of course time).
   - Students in degree programs who might like to get the certificate as part of their BA don't have enough elective options to do it as part of their program without having to do additional coursework – e.g, English, Anthropology, Adult Education, etc.

   Recommendation #1: *Therefore, we propose to reduce the number of required courses from ten to five (20 credits) while conserving the requirements of the TESL Canada Professional Certificate: Standard Two: a) 250 hours of coursework; b) a range of required topics to be covered in learning outcomes; and c) an undergraduate degree.*

2. In the current program, approximately 50% of the credits are from English and Linguistics with little pedagogical contents. Basically, about 10% of the TESL Canada required terms are being addressed in 50% of the coursework, with a lot of added outcomes that have little to do with the direct requirements of a TESL teacher or professional.

   Recommendation #2: *In order to ensure students have sufficient English language skills to meet the requirements, given the reduced course load, we made the higher IELTS and TOEFL scores required by TESL Canada and entry requirement for external applicants with degrees from non-English speaking universities. We maintained the internal requirements as TESL Canada recognizes completion of a degree at an English language institution in Canada as sufficient proof of English language ability.*

3. Currently, entry to the UFV TESL certificate requires an undergraduate degree or degree completion at the time the credential is awarded, yet there are MATESOL options at the University of Calgary or Trinity Western University that would give applicants TESL Canada Professional Certificate: Standard Three in about the same length of credit hours. This higher certification level enables them to teach in higher educational contexts in Canada and enhances their international employment options, with significant implications for the income-generating capacity of their professional credentials.

~~***Recommendation #3:*** *Therefore, we propose to offer applicants with current degrees in hand a pathway to complete their UFV TESL certificate as a relevant M.Ed. degree at the University of Calgary or UBC, which will enable them to upgrade their certification from a TESL Professional Certificate Standard Two to Three. This will require that they complete at least four of the required five courses at the 700-level to receive advanced standing in those graduate degree programs. Each 700-level course has added outcomes and requirements to justify the graduate level credit. The University of Calgary offers its M.Ed. interdisciplinary program via distance learning, so it will be available to certificate graduates wherever they may live. This will give them the opportunity to seek employment while completing the higher certification and degree.*~~

NOTE: The 700-level courses have been removed from this proposal for the time being, as these are currently still under discussion.

4. Currently, the courses are offered only in F2F format at the Abbotsford campus of UFV with competing programs at Trinity Western University and Douglas College just down the Fraser Valley in Langley and New Westminster.

Recommendation #4: *Therefore, we propose to offer these courses using our hybrid delivery model with approximately 75% of the classes offered online and 25% in a F2F format with distance students participating using synchronous online videoconferencing technologies (e.g. Blackboard Collaborate). This will enable us to recruit from an unlimited geographical pool in Canada and internationally, including UFV graduates or other Canadian teaching ESL overseas. It could serve international students (though the practicum has to be done with a TESL Canada certified instructor to be recognized for TESL Canada certification.*

Program Overview

TESL 400	TESL 700*
TESL 400 Foundations of Second Language Education	~~TESL 700 Foundations of Second Language Education~~
TESL 408 Applied Linguistics in Second Language Education	~~TESL 708 Applied Linguistics in Second Language Education~~
TESL 410 Teaching a Second Language	~~TESL 710 Teaching a Second Language~~
TESL 420 Curriculum & Assessment in SLE	~~TESL 720 Curriculum & Assessment in SLE~~
TESL 433 Second Language Education Practicum	~~TESL 733 Second Language Education Practicum~~

****NOTE: The 700-level courses have been removed from this proposal for the time being, as these are currently still under discussion***

Calendar Copy

Teaching English as a Second Language (TESL) certificate

The TESL certificate program prepares students for careers as teachers of English to speakers of other languages. Completion of the certificate program qualifies graduates for the Professional Certificate Standard Two from TESL Canada, the national organization of TESL professionals in Canada.

The TESL certificate program can be taken either after completion of a bachelor's degree program, or while completing one. If you plan to do a degree and a certificate concurrently, you should consult with an Advisor to ensure that you choose and schedule your courses appropriately.

Entrance requirements

CWC comment- Require all students to meet the Degree/diploma level of proficiency. Add a note that, for certification, students who complete their degree in a language other than English e will be required to meet one of the following: IELTS Academic 7…, TOEFL 101.., or English 12 with 70% from a Canadian school.

1. Students are required to meet the English language proficiency levels required of all undergraduate students at the University of the Fraser Valley.
2. For certification, students who apply to the TESL certificate program with a degree in a language other than English will be required to meet one of the following requirements IELTS Academic 7, TOEFL 101, English 12 with 70% from a Canadian school, or permission of the Department (NOTE: This reflects the TESL Canada requirement for students with a degree from a non-English speaking institution.).

~~2. For admission to the TESL certificate program, and before registering in TESL 400, TESL 408, TESL 410, TESL 420, and TESL 433, students must have completed either a bachelor's degree or 60 credits at UFV or equivalent at a recognized post-secondary institution or with permission from the department. In all cases must have a cumulative GPA of 2.67 or higher.~~

~~3. Applicants without degrees must meet UFV's Degree/diploma level English language proficiency requirements. For details on how this requirement may be met, see the **English language proficiency requirement** section of the calendar~~

~~4. Applicants who are non-native speakers of English or with degrees from a university where English is NOT the language of instruction and/or administration require ONE of the following for admission to the program~~

~~a. IELTS Academic with a minimum of 7 Overall and a minimum of 7 in each skill area;~~

~~b. TOEFL IBT with a minimum of 101 Overall and a minimum of 23 in Listening; 24 in Reading; 27 in Speaking; and 27 I Writing; or~~

~~c. English Grade 12 score of 70% or higher from a Canadian high school.~~

~~[NOTE: Applicants entering with degrees from a university where English is the language of instruction and administration are exempted.]~~

~~[NOTE: The above language standards are required for TESL Canada Certificate. The department reserves the right to waive the above entrance language requirements in rare instances and instead to use UFV's **English language proficiency requirement.** This waiver will not meet the TESL Canada Certificate standard.]~~

~~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.~~

Specific intake application process

For this program, applications are accepted once a year for the fall semester.

Application dates for specific intake applications:

Semester	First day to apply	Recommended application deadline: (see Note)
Fall (September)	October 1	January 31

Note: Applicants who miss the application dates are encouraged to contact the department.

How to apply

Apply online at **ufv.ca/admissions/admissions/apply**. If your 60 credits have been obtained at another institution, supply official unopened transcripts. You will be notified of acceptance into the program.

Program outline

Course	Title	Credits

~~LING 101~~	~~An Introduction to Language~~	~~3~~
~~LING 202~~	~~Language Acquisition~~	~~3~~
~~ENGL 105 170~~	~~Two 100 level English courses~~	~~6~~
~~ENGL 209~~	~~The Structure of the English Language~~	~~3~~
TESL 4 ~~3~~00 ~~TESL 700~~	Foundations of Second Language Education	4
TESL 408 ~~TESL 708~~	Applied Linguistic in Second Language Education	4
TESL 4 ~~3~~10 ~~TESL 710~~	~~Principles and Methods of~~ Teaching a Second Language	4
TESL 420 ~~TESL 720~~	Curriculum and Assessment in Second Language	4
TESL 4~~3~~33 ~~TESL 733~~	Second Language Education Practicum	~~3~~ ~~4~~

~~Elective~~	~~Approved course in culture and communication (Approved course list 1)~~	~~3~~
~~Elective~~	~~Approved course in language and education (Approved course list 2)~~	~~3~~
Total		20~~32~~

Note: Students may also be interested in the following courses not required in the TESL certificate for an area of specialization.

Course	Title	Credits
LING 101	An Introduction to Language	3
LING 202	Language Acquisition	3
ENGL 209	The Structure of the English Language	3

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 **Academic standing and undergraduate continuance section** of the academic calendar. Academic standing is governed by UFV's **Undergraduate Continuance policy (92)**.~~

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.

Completion requirements

Completion of a degree program with a cumulative GPA of 2.67 or higher. Completion of courses listed in program outline (above).

Eligibility for TESL Canada certification

Graduates of the UFV TESL certificate program are eligible to apply for the TESL Canada Professional Certificate: Standard Two. Graduates are responsible for applying to TESL Canada for certification.

~~**Note:** All TESL 700 level courses require an undergraduate degree or permission from the department.~~

~~Students can choose to complete any course in the certificate program at the undergraduate (400) or graduate (700) level, with the understanding that there are additional learning outcomes, assignments, and fees associated with the 700 level alternative. If a student completes a minimum of four of the five certificate courses at the 700 level, Graduate Programs in Education, Werklund School of Education, University of Calgary, will consider the four courses for advanced credit for the M.Ed Interdisciplinary program route. Completion of a M.Ed. Interdisciplinary with sufficient course emphasis on TESL or TESL relevant topics, such as teaching and learning languages, or TESL in local and global contexts, can qualify you for TESL Canada's Professional Certificate Standard Three, which qualifies you to teach in higher educational contexts. Pre-requisites for students opting for a 700 level course are a previous degree or permission of the Department.~~

Here is the link to our MED Interdisciplinary topic offerings:
http://werklund.ucalgary.ca/gpe/med-interdisciplinary

Note: Students are responsible to learn the entrance requirements of the M.Ed Interdisciplinary program at the University of Calgary.

Course scheduling

Courses within the TESL certificate program can be viewed on the.

Prior Learning Assessment and transfer credit

You may request up to ~~nine~~ four credits of transfer credit or Prior Learning Assessment, consistent with the principles outlined in UFV's **Bachelor of Arts (Adult Education)** program.

Note: Students currently in a UFV credit program do not have to apply to admission to the program. They can apply to graduate from the TESL certificate upon completion of all program requirements and upon completion of their BA or BGS.

~~List of approved elective courses~~

~~Two of the following courses may count toward completion of the UFV TESL certificate program. A grade point of 2.67 or higher must be achieved in each course in order to count toward the certificate.~~

~~List One~~

~~Courses in this category provide breadth in culture and communication:~~

- ~~ANTH 102, 130, 220, 490*~~
- ~~ANTH/LAS/SOC 310, 363, 388, 463*~~
- ~~ANTH 470/SOC 470~~
- ~~CMNS 235, 345, 385~~
- ~~CRIM 211, 311, 411*~~
- ~~CYC 260*, 360*, 490*~~
- ~~ECON 352~~
- ~~ENGL 210, 214, 227, 245, 370, 371, 372, 374, 375, 376, 379, 490*~~
- ~~GEOG 140, 443~~
- ~~HIST 115, 235, 236, 261, 262, 385, 489*, 490*, 499*~~
- ~~KPE 170, 268, 400*~~
- ~~LAS 100, 102, 200, 312*, 402, 498*~~
- ~~MACS 110, 210, 212, 490*~~
- ~~PHIL 220, 362, 364, 490*, 491*~~
- ~~POSC 260, 290, 230~~
- ~~PSYC 250, 303, 325, 351, 367, 491*, 493A*, 493B*~~
- ~~RLST 202~~
- ~~SOC 250, 333, 450*, 490*~~
- ~~Any related course with approval of TESL coordinator~~

~~List Two~~

~~Courses in this category provide breadth in language and education:~~

- Any ADED (Adult Education) course
- Any ESL (English as a Second Language) course
- Any MOLA (Modern Languages) course
- Any CYC (Child and Youth Care) course
- Any EDUC (Education) course
- Any SLA (Speech and Language) course (no longer offered)
- Any ECE (Early Childhood Education) course
- Any TESL course not previously listed in the certificate program
- Any related course with approval of TESL coordinator

Note: Students must have at least one course in List One and one course in List Two. Courses marked with an asterisk (*) vary in content. They will be counted toward the certificate if the content is deemed appropriate by the TESL certificate review committee – that is, if the content is appropriately educational, cross-cultural, and/or language-oriented.

Course listings

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

For more information

Contact Continuing Education at 604-851-6324 or email **continuingeducation@ufv.ca**.

Contact the Adult Education department at 604 864-4621 or adulted@ufv.ca

Return to main Continuing Education page

CWC Comments and responses:

From: Seonaigh MacPherson
Sent: March-18-17 4:48 PM
Subject: Summary of TESL course outline explanations

I would like to recap at this point. I've found recurring misrepresentations that I'd like to put to rest. I would ask that those who are voting at UEC to read this carefully to understand what is at stake and why and how we, in Adult Education, are stepping in.

Program Transfer

1. **We were asked to take over the program** by Continuing Education and the Faculty of Access. We agreed so long as the program was revised and streamlined and a graduate pathway be provided (if possible).

2. **Continuing Education** has confirmed that it **is not interested in continuing with this program**, and, they pointed out, they are not qualified to oversee this program. Furthermore, **TESL Canada has changed the practicum requirements** for Standard Two certification programs, increasing the practicum from 20 to 50 hours **as of Sept. 01, 2017**; therefore, the program requires changes or it will be reduced to Standard One.

4. **The program is outmoded** at present. Last year, for example, one of the leading employers of our grads in the Fraser Valley complained to me, thinking that I worked in the TESL program, saying that our grads were not being adequately prepared to teach the CLB. There is no one in Cont Ed willing or able to make these program or course changes. The TESL course outlines have not been altered or updated since 2003, for example.

Budgetary Considerations

5. The Department of Adult Education has received **NO BUDGET for this work to date**, which has taken about 75 volunteer hours of time for myself, the Head, and our Program Advisor, Corinne Richardson.

6. The **budget projections** require that we **more than double enrolment to make it viable**, yet even if we do so, the budget has **NO COMPENSATION FOR THE DEPARTMENT**, despite the increased pressure for recruitment and marketing that demand suggests.

7. Meanwhile, we are assuming **considerable budgetary risk** to help keep this program at UFV. We do not stand to benefit given the budget projections, but do stand to have surplus revenues from other programs drained to support this program, at least during the transition period.

Program Admin Issues

8. **Currently, the TESL program at UFV is dispersed and scattered.** There is no F/T instructional or admin positions assigned to this program, and it taught by Sessionals, for the most part. In contrast, we propose to hire a F/T Ph.D. and pay them full salary scale to teach the new program. Scholars with a background in Linguistics and ESL/Education have expressed interest.

9. At the same time, we anticipate this program benefiting the College of Arts more than Adult Education/Professional Studies. It offers a viable career pathway for grads of English, Linguistics and Modern Languages, or Anthropology, for instance, while supporting the mandate of the new proposed MA in Migration and Citizenship.

Qualifications & Quality of Programming

10. No other academic unit at UFV has the qualifications and capacity to host this program and make it viable. We can make it viable for the following reasons:

- We are qualified, with a Head with TESL Canada Standard Three and the intention to hire a F/T instructor with the same (to meet TESL Canada requirements).
- Strong professional networks and outreach locally, provincially, and nationally with the immigrant language branch of IRCC (formerly CIC)
- A more streamlined program that students can complete in one calendar year, P/T
- A delivery model that accommodates both local and distant learners
- A strong PLAR policy, which could attract people to UFV as well as to the TESL program
- We are trying to lobby for a viable grad pathway that would enable the Standard Two to be upgraded at Standard Three certification with a relevant M.Ed.

11. We have proposed a program at 300 hours, whereas we only require to offer 250 hours of instruction for a TESL Canada Standard Two certification program. This is why we will not entertain adding pre-reqs onto an already heavy program. Most programs are Standard One - i.e., 100 hours.

12. Given the duration of the certificate program, the hiring of a Ph.D. specialist, and the fact that all the outcomes will be met explicitly within TESL classes in which students will be supported to apply linguistic and communicative tasks within an integrated CLB and genre-based framework, any claim that our program isn't highly rigorous and more rigorous than the previous program is specious. Our course outlines and outcomes demonstrate this as well.

13. If this program is lost, the only remaining TESL Canada certification programs in the eastern Fraser Valley will be at TWU, where admissions are restricted to Christian and heterosexual students. Given the fact that ESL teachers work with the most diverse and vulnerable among us, that is unacceptable in my view. We are a public institution and have a public responsibility to serve these vulnerable members of our community - especially given the community mandate of UFV.

14. We in the Department of Adult Education have stepped in to make this program viable to help it survive. We don't require this program to help us; quite the contrary, we are likely to subsidize it, as is the Faculty, at least for the short term.

15. No F/T position is threatened by this shift. Quite the contrary, we propose to make it viable to hire a F/T qualified faculty member to teach and develop the program.

I trust that all the interest in this program shift is an indication of our collective commitment to this program and its quality delivery at UFV. I hope this lays any concerns to rest.

From: Seonaigh MacPherson
Sent: March-18-17 7:04 AM
Subject: Re: CWC Items: TESL

PS. BTW: The status quo is not on the table. We are stepping in to keep the program accessible to Ss and to our communities and newcomers in particular.

Cont Ed confirmed that they are no longer willing to keep the program nor are they qualified. Admin and instructors must have TESL Canada 3 certificate, which I have and will hire for.

I realize change can be difficult, but we will encourage Ss to do these Ling and Eng courses as good background. It will make a Ling/Engl background more practical with access to such professional training.

On Mar 18, 2017, at 6:46 AM, Seonaigh MacPherson <Seonaigh.MacPherson@ufv.ca> wrote:

We are recommending it but are not prepared to require it. We are covering all of the required linguistic and applied linguistics outcomes. This program is over 250 hours whereas many certificate programs covering the same outcomes are just 100 hours. We are not prepared to make it even longer.

For this program to continue, we need to double or triple the enrolment, and that's not going to happen if it's unwieldy. Many if not most student do it after a degree so every required course makes it less viable and attractive. They'll go elsewhere.

On Mar 18, 2017, at 12:10 AM, Marcela Jonas <Marcela.Jonas@ufv.ca> wrote:

Seonaigh,

I am not objecting to a course in applied linguistics in any program; my concern is about not having a linguistic prerequisite for TESL 408. LING 101 is offered both face-to-face and online, and so far at least one section (sometimes two) has been offered every semester, so there is no reason why this prerequisite should extend the program by a year.

In fact, there is an applied linguistics course listed in the UFV calendar: *LING 275: Linguistics and Language Teaching*. This course is not currently offered or required for TESL students for two reasons: it would extend the program and has not been considered necessary as after taking *LING 101 Introduction to Language*, students take *LING 202 Language Acquisition*. After the introduction to linguistic concepts in LING 101, applied linguistics concepts are further dealt with in LING 202 and in the existing TESL courses.

I am not sure which applied linguistics outcomes are not integrated in the current program. 2016 TESL Canada teacher training program standards approve of programs that include “linguistic and pedagogical theory, methodology and practice.” These standards also require that TESL programs consist of “minimum 100 hours of instruction in linguistic and pedagogical theory and methodology.” Further, linguistic theory in practice is to include “syntax, phonetics and phonology, morphology, sociolinguistics, discourse analysis, and pedagogical grammar.”

These are all taught in the existing program by qualified faculty. TESL Canada standards recommend that

teacher trainers and program developers “have completed an MA or graduate degree with an appropriate focus, such as TESOL, Education, or Linguistics.” I’m not aware of any stipulations about the status of the faculty, the placement of the program within organizations, a ban on combining academic courses with TESL, or the interior/exterior status of courses. I may have overlooked these restrictions, but when trying to refresh my memory, I didn’t find any such information on the TESL Canada website. In any case, if LING 101 is a prerequisite, I’m not sure it should be considered “exterior to the program.”

Greetings,

Marcela

On Mar 16, 2017, at 4:20 AM, Seonaigh MacPherson <Seonaigh.MacPherson@ufv.ca> wrote:

Marcella,

TESL 408 IS an Applied Linguistics. The previous program didn't integrate the Applied Ling outcomes in TESL courses, perhaps because they didn't have any regular F/T faculty to teach a full TESL program as it was in Cont Ed. They combined academic courses with TESL. Now we are asking the TESL prof or instructor to cover that material - the ling principles and application to teaching. This is the way it is done in every program I am aware of. As I pointed out earlier, these principles and outcomes are reinforced across the 20 credits as well.

We encourage Ling 101 but don't require it. To require it would extend the program by as much as a year to Ss. We want it contained to a year and p/t. Furthermore, this program is being marketed across Canada as our delivery model is blended with distant Ss accessing F2F classes via Collaborate. That course would need to be offered frequently in an online or this blended model.

Finally, TESL Canada has very explicit applied linguistics outcomes that are required INSIDE the program, which we have done. They cannot be located exterior to the program. I would direct you to TESL Canada website to view those. We have prepared tables for FSC that demonstrate these alignments.

On Mar 15, 2017, at 10:30 PM, Marcela Jonas <Marcela.Jonas@ufv.ca> wrote:

Hi all,

I wish to add my concern regarding the proposed changes to the TESL program, specifically the removal of the *LING 101: An Introduction to Language* prerequisite and the new course *TESL 408: Applied Linguistics in Second Language Acquisition*. Should *TESL 408* become part of the TESL program, I find it surprising it does not have *LING 101* as a prerequisite. I share the concerns about students’ ability to cope with *TESL 408* without any prerequisite.

To learn how to teach language, students need both knowledge of pedagogy and knowledge of content—and this content is delivered by linguistics, a theory informing us about the organization, use, and acquisition of language.

Without linguistic knowledge, students are not able to talk about language, the content they plan to teach. ESL teachers need explicit knowledge of what a speaker needs to know about language. Student teachers need to be exposed to the metalanguage used to talk about language if they want to be effective. Since teachers not only teach but also evaluate students, they need the metalanguage and the knowledge of linguistic concepts to meaningfully address language learning problems. The focus of linguistics is not knowledge about linguistics; it is knowledge about language—knowledge directly required to teach.

Based on the experience of many years LING 101 has been offered at UFV, I can testify to the fact that students graduating from high school come with very little explicit knowledge of language structure. Many are first introduced to the difference between adjectives and adverbs or between prepositions and articles in LING 101. Most know what subjects and predicates are, but hardly anybody has heard about complements. Similarly, all native speakers pronounce *dogs* and *cats* correctly, but they are not aware the –s sounds are different; without phonetics, they don't know why. Those are just a few examples.

Having knowledge about, e.g., grammatical categories does not mean subscribing to explicit grammar teaching in ESL classes, but it gives teachers a tool to recognize and deal with language learning problems. Interestingly, many ESL learners expect their teachers to know more grammar than they as learners already know. While using communicative methods in teaching may focus more on skills than systems, it does not mean that the teacher should be unaware of language systems.

Adult ESL learners rely on their teachers' knowledge ABOUT the target language structure in a way students in K-12 do not. K-12 students have already acquired their native language and are expanding it. It may or may not be crucial for their teacher to know how language works. They are also surrounded by other native speakers, language models. The situation for ESL students is very different: they are not acquiring—they are learning a foreign language, and their teacher may be the only target language resource.

LING 101 introduces key concepts that are necessary to describe, teach, and asses language. It also introduces students to social and psychological aspects of language learning. While applied linguistics deals with the practical side of language, the knowledge of language structure is a necessary prerequisite to make sense of it all. A 4-credit course is unlikely to handle all that, even given the further reinforcement in additional courses.

Regards,

Marcela

From: Seonaigh MacPherson
Sent: March-15-17 12:44 PM
Subject: RE: CWC Items: TESL

Alisa,

It is a 4-credit course, first of all. Also, that Ling course was included in the original TESL course because the course was required in the program. To include it as a pre-requisite would make it as good as required in the new program. The old program had no course in Applied Linguistics, just THREE TESL courses with a methods focus. Our revised one has FIVE TESL courses, with one added to focus on Applied Linguistics (the 4-credit TESL 408 or 708) and a course in Language Standards, Curriculum, and Assessment, which further reinforces the applied lingustics knowledge (as these frameworks are examples of applied linguistics research to teaching).

Also, you haven't quite represented these outcomes accurately. Technically, this is a course in Applied Linguistics not Linguistics. it says mapping out categories and terms (not concepts), and they are not applying concepts but rather applying form-focused and integrated TEACHING approaches. I have taught this to TESL students in the past, who required LESS than 60 credits or an undergraduate degree for entry, and it is not that difficult or challenging, especially in that the knowledge and skills are actually distributed and reinforced across 20 credits (not just one course).

We prefer Applied Linguistic to Linguistics as the focus is not on knowledge ABOUT linguistics and language but teaching how to use a language or to communicate within language communities. K-12 teachers receive far less explicit training in language features and forms than in this program, yet they are entrusted with teaching literacy and languages to a range

of children. There is not a Linguistic requirement for entry into K-12 teacher education, though it would be valued of course - as it is for us.

Finally, I will point out that we have included a recommendation for students to prepare by taking one or more of three Linguistic/English courses in the calendar, we are just not requiring them to do so, recognizing the varied backgrounds of students. The point here is to make it comparable to parallel programs so we are not burdening students with knowledge they don't directly require to teach.

This program offers far more background in Applied Linguistics than in most programs in Canada, and we have many excellent ESL teachers with a good record in Immigrant integration.

Regards, Seonaigh

From: Alisa Webb
Sent: March 15, 2017 12:15 PM
Subject: RE: CWC Items: TESL

I'm curious about pre-reqs for the new TESL courses.

The previous TESL courses had one of two pre-reqs:

1. LING 101 – TESL 300, 310, and 333
2. "60 credits with a GPA of 2.67 or higher" – other TESL courses

The new model adopts the second option above or, for the 700-level, graduation from a bachelor's degree.

On the one hand, I recognize that this opens up access to the TESL program. On the other hand, I'm concerned about student ability to meet quite high level outcomes without some background. For example, TESL 408: Applied Linguistics in Second Language Education requires students to:

- Map out key linguistic categories and terms as they align with categories and terms used in the teaching of a language, e.g. pronunciation (phonetics, suprasegmentals), grammar (syntax), vocabulary (morphology, lexus, semantics), discourse/genre (corpus linguistics), and culture (pragmatics).
- Apply a range of form-focused and integrated approaches to teaching key target grammatical structures in ESL/EFL
- Apply a range of form-focused and integrated approaches to teaching key target pronunciation features in ESL/EFL
- Apply a range of form-focused and integrated approaches to teaching vocabulary in ESL/EFL
- Demonstrate how the learning of form-focused skills can be supported through a range of e-learning and classroom technologies

Mapping and applying concepts is challenging and students entering this course have no requirement to have done any learning around linguistics, language construction, etc. before taking it. Typically, students will gain foundational knowledge before they're expected to apply it to "integrated approaches" and "align with categories and terms used…." It's unclear to me how students are expected to gain sufficient foundational knowledge so as to apply and integrate learning at a high level within the framework of 60 hours.

While I recognize the reasons for the change in the TESL program and the work done to date to align with an external body, those revisions remove all lower-level courses which provided foundational knowledge to the upper-level TESL courses. I'm concerned about how this will effect student success in the program.

Thank you for the opportunity to comment,

Alisa

From: Amanda Grimson
Sent: March-08-17 10:58 AM
Subject: FW: Revised TESL courses

Please reply-all with CWC comments on the attached. **Please note** that the 700-level courses will be reviewed by the Graduate Studies Committee rather than UEC, but are being included with the 400-level courses for information and comparison.

The UEC Screening Subcommittee has reviewed these courses and has the following comments:

General:

- The statement regarding Indigenization included in the memos may not be particularly strong. **Shirley Hardman** may have some specific suggestions for ways to add Indigenous content to the courses.
  We added specific learning outcomes relating to the teaching of English as a second dialogue (EFD). This is a common approach used to support English language skills to some indigenous communities and students.
- Has the **English department** been consulted regarding removal of the LING courses as prerequisites (and from the TESL program)? Yes. They were consulted before we even prepared the package for Faculty Council.
- There was concern regarding a statement in the memos for TESL 400 and 410 that "Students can choose to take TESL 408/708 simultaneously." Is the intention that students can register in and receive credit for the same course at both the 400- and 700-level? Assuming this is NOT the intention, this statement should be removed from the memos and each course outline should include a statement that students can only receive credit for one or the other. (I.e. TESL 400 should state that "Students with credit for TESL 700 cannot take this course for further credit", and vice versa.) Thanks for feedback. Corrected.
- As the 400- and 700-level courses will not be cross-listed, "TESL 400/700" should be changed to "TESL 400 or 700" (for example). The classes are dual listed and it is clear that they are (e.g, identified in each corresponding course outline that you can't use the alternate numbered course for credit).
- Unless there is a reason students might take a mix of 400- and 700-level TESL courses, the prerequisites and pre/corequisites should only include the courses at the same level. (I.e. TESL 410 pre/corequisites should be "TESL 400 and TESL 408".) There is a reason that they might take a mix of 400 and 700-level courses.

TESL 400:

- TESL 300 should be listed in the Equivalent Courses section as "former course number", and TESL 700 listed as "equivalent course"; the note in the calendar description should be "Note: Students with credit for TESL 300 or TESL 700 cannot take this course for further credit."
  Corrected.

TESL 408:

- No additional comments.
  Corrected

TESL 410:

- Suggest changing course short title from "Prs & Methods of Teaching SLE" to "Teaching a Second Language".
- TESL 310 should be included as former course number (see comment for TESL 400).

Corrected

TESL 420:

- Calendar description: suggest changing “use, align, and design” to “design, align, and use”, as this seems to be a more logical sequence. “CLB” should also be spelled out.
  Corrected

TESL 433:

- TESL 333 should be included as former course number (see comment for TESL 400).
- Prerequisites: As noted above, prerequisites should only include 400-level courses; “or equivalent” should also be removed.
- Based on the Typical Instructional Methods section, it seems that “Other contact hours: mentor/supervisor consultations” in the hours section should be 6 rather than 2. (Otherwise, the hours only add up to 66 rather than 70.)
  Corrected

From: Seonaigh MacPherson
Sent: March-14-17 10:04 PM
Subject: Re: [CWC] FW: TESL Program Calendar Changes

Ps Maria.

Just for some background: Cont Ed and the Dean of Access approached us early in 2015 asking us to do take over. Early on we stipulated our willingness to do so if the program was streamlined. You are part of that faculty. We were open to communications throughout and I even reached out to you twice in the Fall. So I'm a little baffled when you say you weren't consulted. Given we don't even take over the program until April, it is still technically with your faculty.

Anyway, we fully intend to work with any UFV partners or areas interested in building this program. Just for the record.

From: Seonaigh MacPherson
Sent: March-14-17 9:48 PM
Subject: Re: [CWC] FW: TESL Program Calendar Changes

Thanks Maria. As a point of clarification, I was referring to degrees in English or Linguistics not background in it. As I pointed out, our program conserves an entire course in Applied Linguistics.

Second, with respect to consultation, I have met various times with you and with Hilary once in the Fall. Our department has no budget whatsoever for this program and we have donated over 60 hours so far - Corinne Richardson and myself - to doing our best to save it from the dustbin.

Regards.
Sent from my iPhone

On Mar 14, 2017, at 6:23 PM, Maria Bos-chan <Maria.BosChan@ufv.ca> wrote:

I am a UEC member and have been ESL department head for a number of years, but I have also, until recently, been an instructor and course and materials developer in Continuing Education's TESL program--along with a number of other ESL faculty—since the program began in 2004. I've hesitated to contribute to this discussion out of concerns there may be a perception of bias, but I feel there needs to be some clarification and correction about certain points that have made in the discussion so far in relation to the TESL program as it currently exists as well as to UFV's ESL program and faculty members.

- In BC, there are currently 30 TESL Canada approved programs. Of those , 12 are Standard (Level) 2 programs and 18 are Standard (Level) 1, which is not a large difference. The list in the TESL directory does not always distinguish which programs are certificate program and which are diploma programs.
  UBC, which is no longer on the list, had a Standard (Level) 1 program, but Trinity Western University—our nearest "competitor" and Douglas College, for example, both have Standard (Level) 2 Certificate programs. (https://www.tesl.ca/training/tesl-canada-recognized-teacher-training-programs/recognized-teacher-training-directory)
- I am not aware of any instructor in the UFV ESL department who has NOT had linguistic training. Certainly English language structure is a necessary component of any TESL training program worth its salt. English language education—variously identified in Canada by the acronyms TESL/TESOL/TEAL-- has roots in English, Linguistics, Education, Language Studies, and Culture Studies. It has evolved, particularly over the last 40 years, into its own internationally recognized discipline with its own local, regional, national, and international forums, professional associations, literature, areas of research, and specializations. Anyone today teaching English language education at the post-secondary level is expected to have training and experience in Linguistics as well as the other areas listed above. They also need to have a graduate degree in TESL/TESOL, TEAL or equivalent and actual teaching experience in the field.
- UFV's TESL program began in 2004. There have been dozens of graduates since that time, many of whom found employment here in Abbotsford working as LINC instructors with Abbotsford Community Services, Chilliwack Community Services, and Mission Literacy in Motion. The current LINC program supervisor at ACS, for example, is a UFV TESL graduate. Other graduates have found employment elsewhere in BC or Canada, or overseas or have gone on to pursue additional education goals. This is not a "dead end" program by any means.
- Students often do not declare or register in the program until they are ready to take the TESL designated courses, so there may be more than a dozen students "in" the program who have not yet declared but who are taking English 209 and Linguistics 101 and 202 (and the prerequisites for those courses).
- The program HAS suffered a decline in registrations. Program structure have been a factor, but other causes to consider are:
  - Oversaturation: In 2004, UFV—with the possible exception of TWU—was the only institution that offered a TESL certificate in the local region. There are now about a dozen. (Not all are TESL Canada certified so they do not appear on the TESL Canada list)
  - Decline in ESL funding: in 2014, the Federal Government stopped contributing towards operational funding of most post-secondary ESL programs. Many institutions stopped offering these programs completely or with greatly reduced courses and sections, which resulted in layoffs. These highly experienced instructors were now in competition with new TESL certificate graduates for entry level positions.
  - TESL (or more accurately TEFL—teaching English has a Foreign Language) programs began to proliferate overseas. Formerly these were also programs that traditionally hired foreign TESL graduates from countries such as Canada, but now the pool of qualified non-foreign teachers and program administrators has grown so the demand for foreigners has softened.
  - International unrest: Events overseas have shorted the list of "safe" countries TESL graduates are willing to work in.
  - Lack of program promotion and development: there has been tremendous growth in the CE programming in recent years. This has been a good thing, but it may have resulted a loss of focus on promotion and development of the TESL program.

- Having taught English language studies for 35 years, I completely agree that “conveying and learning knowledge about the language” is not the way to assist anyone to learn a language for use. That being said, it necessary to have a meta-language to talk about the language that is being learned so that patterns of speech and of writing can be identified and modeled. Also, the communicative model of teaching that was developed in the 1980’s, is certainly one model and approach to English language teaching, but it is not the only one. It was also never a model that left out entirely the need to identify structural patterns. It has definitely influenced the Canadian Language Benchmarks and the CEFRs. However, these are descriptors of proficiency, not pedagogy. They were never intended to be used as guides for curriculum development. The introduction of the current edition of the CLB states that the “ Canadian Language Benchmarks are NOT: a curriculum [or] tied to any specific instructional method “. This is followed up with a footnote that states the “CLB do not describe or follow any specific curriculum or syllabus”.
- As a (very) long-time member and former co-chair of the BCCAT ESL Articulation committee and former chair of its English for Academic Purposes working group, I am familiar with quite a number of ESL/ESOL/EAL programs that prepare students for post-secondary study or training. A quick glance at the current ESL Articulation Guide http://www.bccat.ca/pubs/ESL%20Articulation%20Guide%202016-2017.pdf?t=636251107324610111 shows that the majority of institutions that offer Level IV programs (the highest level of EAP) have a some kind of separated skills approach. The number increases somewhat as the level goes lower. This reflects the fact that EAP is a highly specialized type of ESL/ESOL/EAL teaching (and learning) that requires a different approach (and different learning outcomes) than settlement English or English required for day to day, non-academic use. The descriptors in the CLB have been problematic in this regard. The 2012 revisions are an improvement over those in the original 200 document, but the fit is still less than perfect, as anyone actually teaching in field will attest to.

I hope this background has given some context to this discussion. Generally speaking, I am not against the proposed changes to and vision for the TESL program, but I think better consultation beforehand would have been helpful. The program was originally conceived by the late Jim Anderson as a multi-disciplinary program with core courses offered through ESL, Education, English (including Linguistics), Adult Education and electives coming from a wide variety of areas within the university including Modern Languages, Sociology, Political Science Psychology, Kinesiology and others. With some collaboration, offering Linguistics through the English department could still be possible and would likely be cost effective.

Maria Bos-Chan (ESL Dept. Head)

From: cwconsult-bounces@ufv.ca [mailto:cwconsult-bounces@ufv.ca] **On Behalf Of** Seonaigh MacPherson
Sent: Tuesday, March 14, 2017 8:06 AM
Subject: Re: [CWC] FW: TESL Program Calendar Changes

Sven,

Thanks for your feedback.

I have taught ESL extensively and been part of the professional association, so I couldn't agree with you more that being a native speaker is an insufficient qualification to teach ESL. The program required 20 credits of training, which well exceeds what many highly qualified, experienced, and expert ESL teachers have. That is why it's at a Level 2 rather than a Level 1 certificate (TESL Canada), which most programs are e.g, UBC. The courses in our proposed program include Applied Linguistics - in particular, TESL 408 is entirely based on Applied Linguistics.

Over the years, I have found that ESL teachers' disciplinary backgrounds cannot predict their abilities. Knowing the field well, I would predict that very few instructors in our own ESL department would come from Linguistics backgrounds. That

said, I think Linguistics and English are excellent backgrounds for ESL instructors, and this certificate will make it easier for majors in those programs to do a concurrent and relevant (employable) credential. At 10 courses, as was the previous program, this is difficult if not impossible. It is unwieldy and uncompetitive. Say what you like about what is ideal, this program as it was structured is left with only a dozen (AT MOST) students, because they are going elsewhere - such as Douglas College - where the same certificate level is earned in 5 classes.

The idea that teaching a language is about conveying and learning knowledge about the language is outmoded and not supported by research. The model for effective ESL teaching is to focus on activities of communication NOT on teaching grammar or linguistic forms explicitly. It is about supporting learners to communicate in real or authentic contexts. This is embedded in the major language standards documents globally, including the Cdn Language Benchmarks and the Common European Framework of Reference. These frameworks, furthermore, are substantiated by research, including that of the International Assn of Applied Linguistics.

With respect to the comment on academic rigour, I will point out that this certificate is only awarded WITH A COMPLETED DEGREE. So, we trust the various programs in which students are operating to ensure some of that rigour. As for the certificate, we have increased the rigour and demand (see Tables). Most ESL instructors have far less training than reflected in this certificate. This is one of the most demanding and rigorous certificate you can find out there, with over 250 hours of instruction.

Thanks for your comments and for stepping into the conversation.

Seonaigh MacPherson

From: Amanda Grimson
Sent: March 14, 2017 7:27 AM
Subject: Re: [CWC] FW: TESL Program Calendar Changes

Forwarding a comment from Sven van de Wetering.

Hello Amanda.

I'm not totally sure who all these comments should go to, so please distribute to whomever is appropriate.

The proposed program changes to TESL do not apparently impinge on the psychology department, so I am not sure of the extent to which my input is desired. Nevertheless, I teach a unit in language development in PSYC 367 (psychology of language), I have learned two new languages as an adult, and I briefly worked as a badly underqualified ESL instructor at l'Ecole de Langues de l'Estrie; thus, I feel I know a little bit about this area. As a member of the UFV community, I feel I should articulate my reservations about this radical program change.

Many years ago, I found out the hard way that being a native speaker of English does not adequately prepare one to teach English as a second language. Both pedagogical skill and a strong background in the linguistics of the English language are needed. As a native speaker of English, one is, in a sense, an expert in English, but only in one sense. The knowledge one acquires by speaking a language fluently can instill vast quantities of tacit knowledge, but tacit knowledge is impossible to articulate, and hence to teach. A fairly solid grounding in linguistics is required to make all of that tacit knowledge explicit, and hence teachable. If I have read the proposed undergraduate program changes correctly, there will be three courses in pedagogy, which is good, and one practicum course, which is also good, but only one course in applied linguistics. Is this really going to be enough? I'm glad to hear it will meet the minimum standards of the relevant accreditation body, but is teaching students the absolute minimum amount of material required for a credential really the direction we, as an institution, want to go? Doesn't our ambition to offer the best undergraduate education in Canada include a desire to have our students leave our programs at least as knowledgeable, if not more knowledgeable, than their peers from other institutions?

I recognize that there will sometimes be tradeoffs between the quality of training each individual student receives and the number of students who are willing to undergo that training. As a member of the UFV community, I

hope that we usually grant academic rigour some weight in our deliberations, and don't just engage in a straight race with other institutions for sheer volume of students.

Sincerely, Sven van de Wetering

From: Corinne Richardson
Sent: March-14-17 1:45 PM
Subject: RE: [CWC] FW: TESL Program Calendar Changes

Hello Everyone,

See our answers below in red.
On Mar 8, 2017, at 10:01 AM, Amanda Grimson <Amanda.Grimson@ufv.ca> wrote:

Please reply-all with CWC comments on the attached.

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

- With the option of either 400- or 700-level courses, it is unclear whether these will lead to a graduate certificate, or whether this will continue to be an undergraduate certificate.

Either level of course qualifies towards THE EXISTING CERTIFICATE. That certificate is not clearly undergraduate or graduate as it is awarded only on completion of a degree not on completion of the required TESL courses (see calendar copy). 700-level courses require an undergraduate degree as a pre-requisite, whereas 400-level courses can be taken concurrently with a degree-program. Any combination of 400 and 700 courses in the 5-course certificate will qualify for the one certificate – a TESL Canada Professional Standard: TWO.

- The TESL Canada certification levels are referred to inconsistently (e.g. TESL Canada certificate II, TESL Canada III certification). The terminology used by TESL Canada appears to be either "Standard One/Two/Three" or "Professional Standard One/Two/Three". See above for correct nomenclature. Corrected. Thanks.
- Possible typo of page 5, first bullet: "…**has** brings with it a much higher income potential" should probably be "…**and** brings with it…" Corrected. Thanks.
- This proposal will need to be reviewed by the Senate Budget Committee (SBC) as well as UEC and Senate. Yes, booked in to do so.

From: Corinne Richardson
Sent: March-14-17 2:51 PM
Subject: RE: [CWC] FW: TESL Program Calendar Changes

Hi Amanda,

Students must successfully complete both the certificate and the degree before being awarded the Teaching English as a Second Language (TESL) Certificate from UFV. Students can then apply to TESL Canada for TESL Canada Professional Standard Two certification. This includes students who have completed the 400 level or 700 level TESL courses.

Warm Regards,
Corinne Richardson

From: Amanda Grimson

Sent: March 14, 2017 2:12 PM
Subject: RE: [CWC] FW: TESL Program Calendar Changes

Hi Corinne,

To clarify, it Is my understanding that students will receive a "Teaching English as a Second Language certificate" from UFV, but will then also be qualified to apply to TESL Canada for their certificate. Is that correct? I want to be sure that the final calendar copy conveys the right information.

Thanks,
Amanda

On Mar 8, 2017, at 10:01 AM, Amanda Grimson <Amanda.Grimson@ufv.ca<mailto:Amanda.Grimson@ufv.ca>> wrote:
Please reply-all with CWC comments on the attached.

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- With the option of either 400- or 700-level courses, it is unclear whether these will lead to a graduate certificate, or whether this will continue to be an undergraduate certificate.

Either level of course qualifies towards THE EXISTING CERTIFICATE. That certificate is not clearly undergraduate or graduate as it is awarded only on completion of a degree not on completion of the required TESL courses (see calendar copy). 700-level courses require an undergraduate degree as a pre-requisite, whereas 400-level courses can be taken concurrently with a degree-program. Any combination of 400 and 700 courses in the 5-course certificate will qualify for the one certificate – a TESL Canada Professional Standard Two.

- The TESL Canada certification levels are referred to inconsistently (e.g. TESL Canada certificate II, TESL Canada III certification). The terminology used by TESL Canada appears to be either "Standard One/Two/Three" or "Professional Standard One/Two/Three". See above for correct nomenclature. Corrected. Thanks.

- Possible typo of page 5, first bullet: "…has brings with it a much higher income potential" should probably be "…and brings with it…" Corrected. Thanks.

- This proposal will need to be reviewed by the Senate Budget Committee (SBC) as well as UEC and Senate. Yes, booked in to do so.

From: Seonaigh MacPherson
Sent: March-12-17 10:31 PM
To: Hilary Turner
Subject: RE: Revised TESL courses

Yes. I'm never sure how much time there is for details is all, so thought to mention those points. Glad to hear you're open. As I mentioned when we met, I would be very interested in marketing this in such as way as to make English, Linguistics, and even Anthropology major pathways more viable.

I would also see the potential to develop the MA in Citizenship and Migration as a pathway to meet TESL Canada Standard III for the grads.

Anyway, UEC.

Seonaigh MacPherson, Ph.D.

From: Hilary Turner
Sent: March 12, 2017 9:17 PM
Subject: RE: Revised TESL courses

Dear Seonaigh,

I think the place to discuss this is probably UEC, don't you? I will come prepared to hear all arguments, and to support my own if need be.

Hilary

From: Seonaigh MacPherson
Sent: Sunday, March 12, 2017 9:04 PM
Subject: RE: Revised TESL courses

PS. There is a deeper issue here as well. A TESL Canada certificate requires that all instructors and the key program administrator have TESL Canada Certificate Standard 3 (or 4 if before 2006, I believe). I'm fairly confident that none of these Linguistics or English instructors have the required credential, nor does the current administrator in Cont Ed, Ryan Coreau. We will only take over the program with the change in the basic program from 10 to five courses - we made that clear. So, I don't see how the certificate can even be maintained with TESL Canada without these changes as the instructors are not qualified (except perhaps the TESL professors from ESL).

The ;marke value for students comes from the TESL Canada Certificate Standard 2 designation (or 1 would be fine), not just a generic TESL certificate. All settlement and, increasingly, post-secondary programs require TESL Canada certified instructors

Seonaigh MacPherson, Ph.D.

From: Seonaigh MacPherson
Sent: March 12, 2017 6:42 PM
Subject: RE: Revised TESL courses

Hi Hilary,

Please see my comments below in red.

Seonaigh MacPherson, Ph.D.

From: Hilary Turner
Sent: March 12, 2017 5:43 PM
Subject: RE: Revised TESL courses

I have several comments regarding the proposed changes to the TESL certificate.

1. The rationale for changes mentions "additional coursework" amounting to 50% of the current program. Courses in English and Linguistics are said to have "little pedagogical content" and "a lot of added outcomes that have little to do

with the direct requirements of a TESL teacher or professional." The courses referred to are English 105, Linguistics 101 (which is largely about language acquisition), Linguistics 202, and English 209, "The Structure of the English Language." With the exception of English 105 (which most students will be required to take regardless), I would argue that these courses are in fact central to the teaching of English as a language. Linguistics courses in particular are foundational to the teaching of any language, and TESL teachers will (obviously) encounter students from many linguistic backgrounds. To strip these content-heavy courses from the TESL program in favour of more emphasis on pedagogy is to risk of creating a credential that is purely technical. Teachers need a solid (and a theoretical as well as practical) understanding of "what" they are teaching as well as "how" to teach it.

While I would agree that this background is excellent, it isn't required according to the TESL Canada certification standards. People can have a range of relevant backgrounds that make them excellent ESL teachers, including Anthropology, Cultural Studies, even Engineering. There are linguistic competencies in the TESL certification standards, and we've included them. They are, for the most part, applied - i.e., they are about APPLYING linguistic principles to teaching strategies, and this is what I meant by "pedagogical content." TESL Canada is clear that it is looking for this application in addition to basics in linguistics. This is reflected, for example, in the shift at UBC, where I did my original certificate. Initially a 3rd year "Structure of English" course was permitted (which I did) in lieu of the "Applied Linguistics to TESL" (LLED 489 I believe). Now only the latter is allowed. The Structure of English was pure linguistics whereas the 489 was applied linguistic to teaching.

There ARE linguistic contents included, but just sufficient to cover off the requirements for certification. Nonetheless, students with Linguistics or English backgrounds will be at an advantage in these courses, so we encourage them to take them in their lower-level courses (if they are degree Ss.)

2. The assumption can no longer be made that a degree from a university where the language of instruction is English is evidence of competence in the language--let alone evidence of teaching capability. Raising the minimum scores on IELTS and TOEL will not (in my view) ensure the competence of external applicants to the program.

I agree; however, we used this to define admission because it is TESL Canada's definition of who is permitted to receive a TESL Canada certificate. That said, we have altered the wording of the language requirements based on feedback from Elaine Harris.

3. A memo from the Dean of Arts regarding budgetary implications is mentioned twice, but does not appear in the package. (In Memo item #10 it is referred to as "pending.") As English department head, I can foresee some likely budgetary implications for my department in the form of reduced enrolments in LING 101, LING 202, and ENGL 209. Approximately 50% of the students who take these courses do so because they are pursuing the TESL certificate. The proposed changes to the program will almost certainly put these courses at risk. If the English department is unable to offer courses that study the English language (as opposed to its literature), our program will be the worse for it.

This letter was submitted to GSC and as part of the SBC process - we were not given the letter.

Thanks for your feedback. If you'd like more clarification, please let me know.

--Hilary

Dr. H. Turner
Head, Department of English

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From: Corinne Richardson
Sent: March-10-17 2:52 PM
Subject: RE: CWC Items: TESL

Hi Paula,

Thank you for your questions – my answers are in red below.

Corinne

From: Paula Funk
Sent: March-10-17 1:00 PM
Subject: RE: CWC Items: TESL

Here are a few queries about the implementation of the revised TESL certificate program from an advising perspective:

- What is the intended implementation date for the revised program? For the new courses?
  Fall 2017 is our planned implementation date.

- Is there a required notice period for a program change of this scale?
  Students who are currently in the TESL program have been notified of the change. Prospective applicants have been contacting me. But to answer your specific requirement of notice for program change, we have not been advised of this from the PDO. The program is still with Continuing Education so it is their responsibility at this point.

- Has any consideration been given to how current students who have been working unofficially on the TESL certificate will be accommodated? Many students graduating from the TESL program are not officially accepted into the program, but complete it concurrently while enrolled in a larger degree program. This is in keeping with UFV practice prohibiting enrolment in multiple programs.
  We will recognize TESL 300 and 310 as equivalent to 400 and 410 and then they'll just have the other three courses – TESL 408, 420 and 433. Any students with completing certificate pending the practicum will need to complete the TESL 333 this summer because as of Sept. 01, 2017, TESL Canada requires that all Certificate 2 students have 50-hour practicum as is in TESL 433 (whereas TESL 333 just requires 20 hours). The previous program required 10 courses whereas the new requires only five for the same level of TESL Canada certification (Standard 2). Even if students have done some of the Ling and Eng courses, they will benefit from this knowledge but can't use the courses towards the new certificate; however, they are not facing more courses in most instances.

  Students are welcome to do the courses and will still earn the certificate whether or not they are enrolled in the program as before. That said, we encourage students to register in the TESL program concurrently with their degree if OReg has sorted out the ability for students to apply to more than one program.

- Entrance requirement #1 indicates admission based on completion of 60 credits toward a bachelor's degree. Again, a degree student would likely not sacrifice enrolment in a larger program that provides seat reserves for a concurrent certificate. Are there changes being anticipated to allow enrolment in multiple programs or how is this being navigated?

We received contradictory messages from OReg about this. Our Department Head was assured it is possible for students to register for multiple programs (e.g. Degree and Certificate programs), whereas we were told OReg was looking into it.

Thanks for the opportunity to comment,

Paula

From: Seonaigh MacPherson
Sent: March-09-17 11:48 AM
Subject: RE: TESL Program Calendar Changes

HI Elaine,

Thanks. Yes, I agree that #1 seems better. I'll discuss it with Corinne.

We've been working on the implications of the dual-level courses with the relevant areas.

Thanks,

Seonaigh MacPherson

From: Elaine Harris
Sent: March 9, 2017 10:42 AM
Subject: RE: TESL Program Calendar Changes

Hi Seonaigh

Thanks for that clarification. The language requirements for the certification are different from UFV's (the test scores are higher, but the exemption based on an English speaking degree does not meet our language requirements) so it is complicated to use these as the basis for admission. For one thing, students who have 60+ credits might not necessarily complete their degree at UFV; they can take the program separately and could complete a degree somewhere else.

I think what I'd suggest is one of the following:

1. Require all students to meet the Degree/diploma level of proficiency. Add a note that, for certification, students who complete their degree in a language other than English e will be required to meet one of the following: IELTS Academic 7…, TOEFL 101.., or English 12 with 70% from a Canadian school.

OR

2. Have two applicant categories, one requiring students who have or will be completing their degree in the English language degree to meet the Degree/diploma level of proficiency, the second requiring students who complete their degree in a language other than English to meet the higher scores (IELTS 7, etc.) required for certification.

My preference is the first option. Although it does not guarantee every graduate will qualify for the certification, the language requirements are fair and equitable for all students; all students who meet Degree/diploma proficiency will be similarly prepared for the program. Consistent language requirements for all students are also simple to explain and to

administer. Finally, there are numerous ways to meet the Degree/diploma requirement so this will facilitate admission of students.

In terms of the credential that would be given, with only 20 credits it appears it would have to remain classified as a certificate rather than as a post-baccalaureate certificate, which requires a minimum of 27 credits as per Credentials policy.

I will leave the discussion of how graduate level courses might be offered within an undergraduate certificate to the registrar and Graduate Studies, as I'm not certain of all the implications.

Best regards,

Elaine

From: Seonaigh MacPherson
Sent: March-08-17 4:17 PM
Subject: RE: TESL Program Calendar Changes

HI Elaine,

You're always very helpful, so I'm hoping that you can clarify here:

The language requirements are set by TESL Canada. If our's are higher, we would meet those, of course. TESL Canada has those high IELTS/TOEFL levels for anyone awarded a TESL Canada Certificate, so I thought to require it coming in rather than exiting the program to avoid some Ss not being able to get the certificate after doing the course work.

For domestic or international students with a degree in an English speaking university, they are exempted from demonstrating their language proficiency. The certificate is not awarded until the degree is completed, which means that any student enrolled at UFV would meet the language requirement when they graduated.

They are not two programs - the certificate is a TESL Canada Certificate Level 2, which is stipulated as "post-graduate" but can be done concurrently with a degree as is the case with the 400-level courses.

What would you recommend for the wording on languages given the above?

Seonaigh MacPherson

From: Elaine Harris
Sent: March 8, 2017 3:28 PM
Subject: RE: TESL Program Calendar Changes

Hi

I have a few comments related specifically to entrance and graduation requirements:

A. L**anguage proficiency requirements**

There are some issues with waiving language requirements for degree graduates, as well as having higher requirements stated for degree students compared to non-degree students. The wording is as follows:

> 2.Applicants without degrees must meet UFV's Degree/diploma level English language proficiency requirements. For details on how this requirement may be met, see the English language proficiency requirement section of the calendar
>
> 3. Applicants who are non-native speakers of English or with degrees from a university where English is NOT the language of instruction and/or administration require ONE of the following for admission to the program
>
> - IELTS Academic with a minimum of 7 Overall and a minimum of 7 in each skill area;
> - TOEFL IBT with a minimum of 101 Overall and a minimum of 23 in Listening; 24 in Reading; 27 in Speaking; and 27 I Writing; or
> - English Grade 12 score of 70% or higher from a Canadian high school.
>
> [NOTE: Applicants entering with degrees from a university where English is the language of instruction and administration are exempted.]
>
> [NOTE: The above language standards are required for TESL Canada Certificate. The department reserves the right to waive the above entrance language requirements in rare instances and instead to use UFV's English language proficiency requirement. This waiver will not meet the TESL Canada Certificate standard.]

I note that the requirement for students not holding a degree is the Degree/diploma level, whereas the values listed in #3 for students with degrees not in English are higher than the Degree/diploma level proficiency. I assume the idea is that students will improve their language skills during the remainder of the degree, however, I am not sure if this is a sound idea because students in this category may only need a few courses to complete the degree.

Also, completion of a degree in the English language does not meet even the Entry-level language proficiency requirement, so that cannot be a basis for an exemption under English Language Proficiency Requirement policy. *Completion of an English language degree in an English speaking country, as listed in the calendar*, would meet Entry-level proficiency, but does not meet Degree/diploma level proficiency required for non-degree students. This are a non-measurable way to meet language proficiency and does not ensure that a student's language skills are equivalent to someone with a TOEFL of 88, or similar. Native English speaking is also no longer a means to meet any level of language proficiency at UFV so is best not mentioned.

I think it would make sense to specify that all applicants must have a level of language necessary to do the program, either at the level required for certification OR at the Degree/diploma level. If the latter options is used, there would need to be a note that higher levels are required for certification.

Therefore, my suggestion is to replace both #2 and #3 with a single point, one or the other of the following (but not both):

- All applicants must meet Degree/diploma level proficiency. For details on how this requirement may be met, see the English language proficiency requirement section of the calendar (*for this option, you would want to add a note that certification will require the student to meet higher levels);*

OR

- All applicants require ONE of the following for admission to the program
  - IELTS Academic with a minimum of 7 Overall and a minimum of 7 in each skill area;
  - TOEFL IBT with a minimum of 101 Overall and a minimum of 23 in Listening; 24 in Reading; 27 in Speaking; and 27 I Writing; or
  - English Grade 12 score of 70% or higher from a Canadian high school.

If you choose the second option, are there any other tests that could be included? This is an extremely limited choice. Others that we accept are listed in the language standards, and included MELAB, Cambridge, CanTest, Pearson Test of English, first year English courses.

B. Credentials and graduation requirements

1. With the two different levels of courses, is the intent to establish two different credentials, one at the undergraduate level and one at the graduate level? If so, graduate level credentials have different requirements, including a minimum program GPA of 3.0. If one is established at the graduate level, it would be a graduate diploma (graduate diplomas are 18-29 credits, certificates are 9-17). If not, believe there would be some issues with including graduate level courses in undergraduate certificates (registration, fees, graduate policies, etc.) that may require review.
2. The revised Credentials policy requires that completion of any undergraduate program requires a minimum program GPA (PGPA) based on all UFV courses that are used to meet requirements for the program. Since this is now policy, this should be added to Completion Requirements (although I'd suggest retitling that section Graduation Requirements as that is the terminology used in the program template), e.g. Graduation requires a program GPA (PGPA) of 2.0 on all UFV courses used to meet the program requirements.

Thank you for the opportunity to comment (sorry this is so long!). Best wishes with your program changes.

Elaine Harris
University Secretariat
University of the Fraser Valley
elaine.harris@ufv.ca
604-864-4645

4. The practicum sponsor teacher must be qualified at a minimum of TESL Canada Professional Certification Standard One, Two or Three [Permanent] with at least 2,000 hours of experience in an adult ESL/EFL classroom or equivalent. Please note that TESL Canada Professional Certificate Level 3/Standard Three [Permanent] or equivalent is recommended.

   Non-native speakers of English who are practicum sponsor teachers must demonstrate their proficiency in English by submitting their score on **one** of the English language proficiency tests (see above).

5. The person responsible for the direct supervision of the teacher training program (e.g., academic administrator/coordinator/director of studies) must have a thorough knowledge of the field of Second Language Acquisition and TESL training methodology, and demonstrate understanding of and ability to develop curriculum and supervise teaching staff. Qualification at a minimum of TESL Canada Professional Certification Level 3/Standard One, Two or Three [Permanent] with at least 2,000 hours of experience in an adult ESL/EFL classroom or equivalent is required. Please note that TESL Canada Professional Certificate Level 4 /Standard Three [Permanent] or equivalent is recommended.

6. Administrators who are not involved in developing or delivering content are not required to have TESL Canada teacher professional certification. Administrators who are not involved in the delivery of content should list their qualifications.

Please take note of the following points:

- Teacher trainers that have listed TESL/TEFL qualifications from programs denied TESL Canada teacher training program recognition cannot use those programs to support their qualifications as teacher trainers.
- Teacher trainers who received TESL/TEFL qualification prior to 2002 must demonstrate that they have received adequate training.
- For those trained outside of Canada, No. 5 (above) applies.

E. Program of Studies

1. Coursework

Programs must consist of a minimum of 100 hours of instruction in linguistic and pedagogical theory and methodology (please note that the 100 hours is **instructional hours**). TESL training programs are minimally expected to address the areas listed below. Programs of longer length will cover the topics in more depth and also likely provide optional topics for their students. Programs at a Master's level may offer opportunities for students to engage in research.

Theory in practice

Historical perspective on second language teaching / Models of second language acquisition

Pedagogy

- learning strategies and styles
- factors affecting language learning
- adult teaching and learning principles/andragogy

Linguistics

- syntax
- phonology
- morphology
- sociolinguistics
- discourse analysis
- pedagogical grammar

Methodological Issues
Lesson / unit planning
Material analysis and development
Curriculum for specific contexts (ESP, LINC, EAP)
Methodology / techniques for:
- Listening
- Speaking
- Reading
- Writing
- Grammar
- Vocabulary
- Pronunciation (including segmentals and suprasegmentals)
- Intercultural awareness, and
- communication

Assessment / Feedback
- Error correction
- Standardized exams
- Classroom tests

Professional Issues
Resources
Professional conduct and practice
Classroom management (e.g., teaching large classes)
Ongoing professional development

2. Practicum

Programs must have a required 20 hours of supervised practicum. Ten of these hours must be directed observation and ten of these hours must be supervised practice teaching as outlined below.

The ten hours of directed observations must
- be under the direction of a qualified practicum supervisor and sponsor teacher (minimum qualification: TESL Canada Standard One, Two or Three Permanent with at least 2,000 hours of adult ESL/EFL classroom teaching, or equivalent)
- be conducted in adult settings (with 80% of the class over the age of 18) with classrooms of five or more ESL/EFL students
- have specific required observation tasks associated with the observation
- cover a range of lesson types and a range of focus areas (i.e., be in areas covered in the theoretical part of the program curriculum and required by TESL Canada)
- include opportunities for reflection and discussion of observations with the sponsor teacher and practicum supervisor

The ten hours of supervised teaching must
- be under the direction of a qualified practicum supervisor and sponsor teacher for ALL of the 10 hours of teaching to allow proper assessment and constructive feedback to the trainee
- assessment and feedback can be given orally but also in writing to the trainee using both standardized forms and qualitative comments on a range of teaching skills as covered in the program curriculum and required by TESL Canada

Describe thoroughly and provide published information on the practicum, including:

- Description of practicum requirements
- Number of hours of observation and practice teaching in addition to the 100 hours of instructional time
- Documentation on location, composition and size of classes in which practica take place
- Practicum placement requirements
- Qualifications of a) sponsor teachers and b) practicum supervisors. Sponsor teachers and practicum supervisors for distance practica must meet the same qualification criteria as for local practica
- Mechanism for supervision of practicum students, including:
    - frequency and duration of supervisor observation/assessment of trainees
    - method of feedback to trainees by sponsor teachers

    - communication system between sponsor teachers and practicum supervisors
- Evaluation /grading system
- Observation tasks that trainees complete during observation component
- Assessment tools and teaching reports that supervisors complete during practice teaching component
- Method of maintaining records on trainee practicum (i.e. location, sponsor teachers, hours of observation and teaching observation reports)

Memo for Course Changes

To: Professional Studies Faculty Council and UEC

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

Date: November 3, 2016

Subject: Proposal for Discontinuation of TESL 302 Teaching English as a Second Language to Children

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:
   TESL 302 topic and content does not align to the restructuring of the TESL program.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): N/A
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *N/A*
5. Which program areas have been consulted about the change(s)?
   All 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: November 3, 2016

Subject: Proposal for Discontinuation of TESL 303 Teaching Reading and Writing to ESL Learners

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:

   TESL 303 topic and content will be covered in other revised TESL courses which are being offered in the restructured TESL program.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): N/A
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *N/A*
5. Which program areas have been consulted about the change(s)?

   All 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: November 3, 2016

Subject: Proposal for Discontinuation of TESL 304 Teaching Oral Skills

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:

   TESL 304 topic and content will be covered in other revised TESL courses which are being offered in the restructured TESL program.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): N/A
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *N/A*
5. Which program areas have been consulted about the change(s)?

   All 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: November 3, 2016

Subject: Proposal for Discontinuation of TESL 305 Teaching English Pronunciation

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:

   TESL 305 topic and content will be covered in other revised TESL courses which are being offered in the restructured TESL program.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): N/A
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *N/A*
5. Which program areas have been consulted about the change(s)?

   All 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: November 3, 2016

Subject: Proposal for Discontinuation of TESL 311 Teaching ESL Writing and Grammar: From Theory to Practice

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:

   TESL 311 topic and content will be covered in other revised TESL courses which are being offered in the restructured TESL program.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): N/A
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *N/A*
5. Which program areas have been consulted about the change(s)?

   All 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: November 3, 2016

Subject: Proposal for revision of TESL 400 Foundations of Second Language 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:

Six-year review / Calendar description

The course outlined hadn't been changed in a decade, and we updated the calendar to reflect the new program requirements (see memo on that.)

Change Course Name

We have shifted the course to refer to "Second Language Education" rather than "TESL" to enable teachers of other languages to participate and do assignments and apply what they are learning to the teaching of other languages. They can still earn the TESL certificate if they meet the requirements of the practicum and the texts do focus on English, but it is a norm in the field to expand discussions from a narrow focus on TESL to a broader focus on second or other languages generically. Even TESL/ESL itself is considered rather outmoded as it suggests subtractive bilingualism to some and has been replaced with English as an Additional Language or Other Language to emphasize and encourage teaching for multilingual outcomes.

~~***Change Prerequisites and/or co-requisites***~~

~~*The structure of the program is designed to require TESL 400 or TESL 700 AND TESL: 408 or TESL 708 as introductory topics to inform all other courses. LING 101 outcomes will be covered in TESL 408 or 708. Students can choose to take TESL either TESL 408 or 708 but not both.*~~

Change Learning Outcomes:

We modified the learning outcomes to reflect the Institutional Learning Outcomes and to add content related to applied linguistics and teacher ethics required in the TESL Canada Professional Standard Two guidelines.

Add: *New textbook to update resources from the prior outline which had resources from the early 1990s.*

Change course number from 300 to 400 level
The new outcomes and recommended texts and topics make it more appropriately designated at the 400 rather than 300 level. Most other TESL Certificate Professional Standard Two and even ONE designate this type of course as a 400-level (e.g., Douglas College, University of British Columbia).

Delivery: *The course will be offered in a hybrid model with some face-to-face sessions.*

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

   All of the topics required of TESL Canada Professional Certificate Professional Standard Two are covered in the learning outcomes. In addition, we altered some of the outcomes to better reflect UFV-ILOs (changes indicated in CAPS):

   Analyze critically and imaginatively (ILO 2)
   For example, we shifted learning outcome (1) from "To relate" to "APPLY… TO TEACHING AND LEARNING."

   Initiate inquiries and develop solutions to programs (ILO 4), and
   Pursue self-motivated and self-reflective learning (ILO 6)
   For example, we shifted learning outcome (4) to add: "To construct a set of EVIDENCE-BASED principles AND ETHICAL GUIDELINES TO INFORM ESL or other SL TEACHING AS A REFLECTIVE PRACTICE."

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *No*

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

   Continuing Education, ESL, English (including Linguistics), and all programs within the Faculty of Professional Studies have been consulted.

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

   Where possible, we have added "second language" to open and encourage the enrollment of teachers of Indigenous, heritage, or other non-English languages. We added specific learning outcomes relating to the teaching of English as a second dialogue (EFD). This is a common approach used to support English language skills to some indigenous communities and students.

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: *$100.00 for textbooks.*

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2004
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: TESL 400	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Foundations of Second Language Education **Course Short Title (if title exceeds 30 characters):** Foundations of SLE	
Faculty: Faculty of Professional Studies	**Department (or program if no department):** Adult Education

Calendar Description:

An introductions to the historical, linguistic, and pedagogical principles, theories and research informing TESL as a field of practice.

Note: Students with credit for TESL 300 cannot take this course for further credit.

Prerequisites (or NONE):	60-university-level credits or permission of the Adult Education department.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number: **TESL 300**
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**.

Total Hours: 60
Typical structure of instructional hours:

Lecture hours	
Seminars/tutorials/workshops	15
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	45
Other contact hours:	
Total	**60**

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.): Annually

Department / Program Head or Director: Dr. Seonaigh MacPherson	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	December 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	March 17, 2017
Dean/Associate VP: Dr. Tracy Ryder Glass	**Date approved:**	December 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Explain major principles and methodologies used in ESL and other second language teaching contexts.
- Map approaches, skills, and resources in the teaching of ESL/EFL or other second languages by learners and programs.
- Analyze a range of contemporary problems and controversies in teaching ESL.
- Construct a set of evidenced-based principles and ethical guidelines to inform ESL/EFL and other second language teaching as a reflective practice.

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)

Group work, presentations, online instruction.

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.	Nunan, D.	Teaching English to Speakers of Other Languages: An Introduction	☒	Routledge	2015
1.	Hummel, K.M.	Introducing Second Language Acquisition	☐	Wiley Blackwell	2014
2.		TESOL Quarterly & TESL Journal	☐	TESOL Int'l	
3.		TESL Canada Journal	☐	TESL Canada	
4.		TESL-EJ	☐		
5.			☐		

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	65	Midterm exam:		Practicum:	%
Quizzes/tests:		Lab work:	%	Field experience:	%	Shop work:	%
		Other:	%	Presentation:	35%	Total:	100%

Details (if necessary): Examples of assignments or presentations include reviewing or doing a case study of an ESL or bilingual learner; mapping out target approaches and skills by contexts; developing a glossary and/or annotated bibliography of teaching resources in applied linguistics and TESL; and/or designing a set of ethics and principles to guide their development as ESL or SLE instructors.

Typical Course Content and Topics

Week 1: Course Overview / Introduction to Second Language Acquisition (SLA), Second Language Education (SLE) and Teaching English as a Second/Foreign/Other Language (TESL/TEFL).
Week 2: Language Learning and Learner-Centred Designs
Week 3: Language Learning Contexts (e.g, including ESL, EFL, ESP, EAP, SLE, Bilingual programming)
Week 4 Teaching Listening in a Second Language
Week 6: Teaching Speaking in a Second Language
Week 7: Teaching Reading in a Second Language
Week 8: Writing in a Second Language
Week 9: Teaching Pronunciation, Vocabulary, and Grammar
Week 10: Communicative, Content-based, and Genre-based Approaches in ESL/SLE
Week 11: Communicative Competence and Proficiency-based Teaching – Language Standards and the CLB
Week 12: Teaching Culture / Decolonizing English in SLE/ESL/EFL
Week 13: Subtractive or Additive English, Multilingualism and other Critical Issues in TESL/TEFL.
Week 14: Teacher Professional Development in TESL / Review and Closure.

Memo for New Course

To: Professional Studies Faculty Council and UEC

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

Date: November 4th, 2016

Subject: Proposal for new course – TESL 408 Applied Linguistics in Second Language Education

1. Rationale for new course:

   This course concentrates the applied linguistics and associated pedagogical learning outcomes covered off in a range of Linguistics and English course requirements in the old program. In lieu of these courses, we are focusing exclusively on those outcomes actually required for TESL Canada Professional Standard Two. This focus enabled us to reduce the required courses in half - from 10 to 5. This will make the program more competitive and sustainable.

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

   This course will be required as part of the revised TESL certificate program at UFV.

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

   The learning outcomes were identified to align with TESL Canada certification standards, which are the foundation of the program learning outcomes as well.

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 as well as the Department of English and Continuing Education.

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

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

   The course name uses "Second Language Education" instead of "TESL" to expand potential students interested in teaching Indigenous, heritage, or other non-English languages. Also, a component was included to examine issues related to language and culture, politics, and pragmatics, which include the impact of the globalization of English on other languages and Indigenous languages in particular.

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

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 2017
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: TESL 408	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Applied Linguistic in Second Language Education **Course Short Title (if title exceeds 30 characters):** Applied Ling in SLE	
Faculty: Faculty of Professional Studies	**Department (or program if no department):** Adult Education

Calendar Description:

Students will apply key principles of applied linguistics to second language education (SLE) with a focus on grammar, punctuation, vocabulary, pronunciation, and pragmatics. Students will be exposed to a range of relevant teaching strategies.

Prerequisites (or NONE):	60-university-level credits or permission of the Adult Education department.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☐ Yes ☒ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☐ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 60
Typical structure of instructional hours:

Lecture hours	
Seminars/tutorials/workshops	15
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	45
Other contact hours:	
Total	**60**

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.): Annually

Department / Program Head or Director: Dr. Seonaigh MacPherson	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	December 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	March 17, 2017
Dean/Associate VP: Dr. Tracy Ryder Glass	**Date approved:**	December 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Map out key linguistic categories and terms as they align with categories and terms used in the teaching of a language, e.g. pronunciation (phonetics, suprasegmentals), grammar (syntax), vocabulary (morphology, lexus, semantics), discourse/genre (corpus linguistics), and culture (pragmatics).
- Apply a range of form-focused and integrated approaches to teaching key target grammatical structures in ESL/EFL
- Apply a range of form-focused and integrated approaches to teaching key target pronunciation features in ESL/EFL
- Apply a range of form-focused and integrated approaches to teaching vocabulary in ESL/EFL
- Demonstrate how the learning of form-focused skills can be supported through a range of e-learning and classroom technologies

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)

Weekly online discussions about readings, some of which are peer-facilitated. F2F classes focus on demonstrating applied knowledge through practice mini-lessons and group activities.

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

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

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

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Fasold, R. and Connor-Linton, J	*An Introduction to Language and Linguistics*	☒	Cambridge	2014
2.	Lightbrown & Spada	*How Languages are Learned.*	☒	Oxford	2013
3.	Centre for Canadian Language Benchmarks	CLB Resources for Language Teachers http://www.language.ca/index.cfm?Voir=sections&Id=17254&M=4032&Repertoire_No=2137991327	☒	CCLB – language.ca	
4.	Centre for Canadian Language Benchmarks	*CLB Support Kit*	☒	CCLB	2012
5.	Hinkel, E. (Ed.)	*Teaching English Grammar to Speakers of Other Languages*	☒	Routledge	2016

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	75%	Midterm exam:	25%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Week 1: An introduction to language
Week 2: First language acquisition
Week 3: Second language acquisition
Week 4: The sounds of a language
Week 5: Teaching and learning pronunciation
Week 6: Words and their parts
Week 7: Teaching and learning vocabulary
Week 8: The structure of sentences
Week 9: Teaching and learning grammar
Week 10: Language, culture, and the politics of language
Week 11: Teaching and learning pragmatic functions
Week 12: Writing, discourse, and genre
Week 13: Teaching and learning writing, discourse, and genres
Week 14: Integrated vs. form-focused instruction: The debate, issues, and evidence

Memo for Course Changes

To: Professional Studies Faculty Council and UEC

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

Date: November 3, 2016

Subject: Proposal for revision of TESL 410 Teaching a Second Language

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:

Change course number from 300 to 400 level

The new outcomes and recommended texts and topics make it more appropriately designated at the 400 rather than 300 level. Most other TESL Canada Professional Standard Two and even ONE designate this type of course as a 400-level (e.g., Douglas College, University of British Columbia).

Change course name:

The course name was shifted from "Methodology in TESL" to "Teaching a Second Language" to specify the teaching-focus rather than suggesting a broader topic of teaching and research methodology. The term "methodology" is slightly more theoretical, whereas this course is focused on applying theories, approaches, and research as "principles and methods of teaching" rather than "methodology" as broad theories of, and rationales for, approaches (i.e., "communicative language teaching.") Finally, the shift from TESL to second language teaching reflects the fact that the methods are adaptable for other, non-English languages.

~~***Change Prerequisites and/or co-requisites***~~

~~*The structure of the program is designed to require TESL 400 or TESL 700 AND TESL 408 or TESL 708 as introductory topics to inform all other courses. LING 101 outcomes will be covered in TESL 408 or 708. Students can choose to take TESL either TESL 408 or TESL 708 but not both.*~~

Change Learning outcomes:

Reworded *for the most part to reflect better outcomes-based language. Also, the target verbs and corresponding cognitive challenge was made more demanding to suit the certificate program outcomes and expectations.*

Change frequently of course offering: *the change reflects the reality of how often courses can be offered.*

Add: *New textbooks recommended to update the methods and approaches used in TESL across a range of teaching and learning contexts.*

Delivery: *The course will be offered in a hybrid model with some face-to-face sessions.*

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

   Learning outcome verbs were restated from "select," "explain," and "have an awareness" to more active and demanding verbs like "demonstrate," "apply," and "strategize." This reflects higher-order analytical and problem-solving expectations and skills to be assessed. We shifted the previous outcome requiring a rather passive "demonstrate an understanding of English grammatical structures…" to the need to demonstrate integrating form-focused and skills-based instruction in a thematic unit. Similarly, rather than asking for "an awareness of and sensitivity to cross-cultural issues," we now require that students "APPLY intercultural awareness and teaching to the teaching of ESL or second languages."

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *No*

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?

   We have included an assessed assignment and criteria in a range of assignments associated with the teaching of culture and intercultural skills. Also, we have tried to shift wording to make it possible for Indigenous language instructors to do the courses (e.g, as "second language teaching and learning" rather than just "TESL/ESL/EFL" language.)

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

   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: *$100.00 for textbooks.*

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2004
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: TESL 410	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Teaching a Second Language **Course Short Title (if title exceeds 30 characters):Teaching a Second Language**	
Faculty: Faculty of Professional Studies	**Department (or program if no department):** Adult Education

Calendar Description:

Students will develop teaching methods and learn the concepts and skills a teacher requires to design sequenced lesson plans with materials for effective second language instruction.

Note: Students with credit for TESL 310 cannot take this course for further credit.

Prerequisites (or NONE):	60-university-level credits or permission of the Adult Education department.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	TESL 400 (formerly TESL 300) and TESL 408.

Equivalent Courses (cannot be taken for additional credit)
Former course code/number: **TESL 310**
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**.

Total Hours: 60
Typical structure of instructional hours:

Lecture hours	
Seminars/tutorials/workshops	15
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	45
Other contact hours:	
Total	**60**

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.): Annually

Department / Program Head or Director: Seonaigh MacPherson	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	December 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	March 17, 2017
Dean/Associate VP: ~~Neil Campbell~~ Tracy Ryder-Glass	**Date approved:**	December 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Design detailed lesson plans with clearly stated outcomes that integrate the learning of language, content, and skills.
- Demonstrate effective and engaging approaches to teaching and learning the four main skill areas - listening, speaking, reading, writing – and form-focused instruction in a thematic unit plan
- Propose principles of intercultural awareness and communication to the teaching of ESL (English-as-a-Second-Language), ESD (English as a Second Dialect), and other second language education.
- Demonstrate e-learning technologies in ESL and second languages in an activity focused mini-lesson
- Strategize how to foster creative, cooperative, culturally responsive, and communicative classroom environments

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)

Typical instructional methods would introduce students to principles of task-based teaching, lesson planning and various skill areas, language forms, and culture. Following structured support from the instructor and peers, students would prepare a well-designed lesson planning demonstrating a skill-focused lesson with a form-focused component. Then students would be required to expand on that initial lesson plan to design a thematic unit plan that includes the various integrated contents and skills, including at least one e-learning technology component. This unit plan would be presented in a "mini-lesson" students would teach to one another. There might be one more mini-lesson on teaching a form-focused skill or intercultural component. Of the recommended texts, Penny Ur's *A Course in English Language Teaching* offers a great model for sequencing.

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.	Ur, P.	*A Course in English Language Teaching*	☒	Cambridge	2013
2.	Ellis, R.	*Task-based Language Learning and Teaching*	☒	Oxford	2003
3.	Celce-Murcia, M., Brinton, D. Snow, M., and Bohlke, D.	*Teaching English as a Second or Foreign Language, 4th ed*	☒	Heinle	2014
4.	Fotos, S., & Browne, C.	*New perspectives on CALL for Second Language Classrooms*	☒	Routledge	2004
5.		*TESOL Journal*	☐	TESOL Int'l	
6.		*Internet TESL Journal*		Iteslj.org	

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	75~~0%~~	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	25%	Total:	100%

Details (if necessary):

Lesson Planning:
- Single session 10%
- Unit Plan 15%
- Classroom Materials 10%

Mini-lessons:
- e-learning technique 5%
- Integration of skills and form-focus 10%
- Teaching culture or intercultural skill 10%

Reflection on self-evaluation of teaching style 10%
Weekly Online Facilitation 15%
Classroom participation 15%

Typical Course Content and Topics

Week 1 English Teaching Today – An Overview
Week 2 The lesson, the task, the text

Week 3 The syllabus, materials, technology
Week 4 Teaching listening
Week 5 Teaching speaking / Teaching pronunciation
Week 6 Teaching reading
Week 7 Teaching writing
Week 8 Teaching vocabulary
Week 9 Teaching grammar
Week 10 Teaching pragmatic language, culture, and intercultural awareness/skills
Week 11 Learner-centred instruction – Learner differences
Week 12 Situated language instruction: genre-based, communicative-based, content-based, activity-based
Week 13 Classroom interaction /Classroom discipline / Error correction
Week 14 The reflective practitioner

Within each of the skill area and "focus" weeks, the instructor will include information about and practice with such things as technology; specific development, selection, and adaptation of materials; other resources; and integration of skills.

Memo for New Course

To: Professional Studies Faculty Council and UEC

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

Date: November 8, 2016

Subject: Proposal for new course – TESL 420 Curriculum and Assessment in Second Language Education

Rationale for new course:

This new course is added to fill a gap in the previous program in curriculum and assessment. Feedback from employers in the field expressed the need to prepare our graduates with more experience using the Canadian Language Benchmarks (CBL) in particular in assessment and in curriculum.

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

   This course is a required course in the new program and is to be completed prior to the practicum field experience.

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

   The course outcomes reflect the program learning outcomes as derived from TESL Canada as per language assessment. They also align with the institutional learning outcomes associated with professionalism and disciplinary content knowledge and skills.

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

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

   All of the programs within the Faculty of Professional Studies have been consulted as well as the Department of English and Continuing Education.

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

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

   We have shifted the language where possible to reference second language education (SLE) rather than TESL. We added specific learning outcomes relating to the teaching of English as a second dialogue (EFD). This is a common approach used to support English language skills to some indigenous communities and students.

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

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

   a. Credit value: *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*: $100.00 for textbooks.*

ORIGINAL COURSE IMPLEMENTATION DATE: September 2017
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: TESL 420	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Curriculum and Assessment in Second Language Education **Course Short Title (if title exceeds 30 characters):** Curr & Assessment in SLE	
Faculty: Faculty of Professional Studies	**Department (or program if no department):** Adult Education

Calendar Description:

Students will design, align, and use curriculum, materials, assessments, and language standards to foster learning in second language education. Students develop expertise in the use of the Canadian Language Benchmarks (CBL) in curriculum and assessment.

Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	TESL 400 (formerly TESL 300), TESL 408, and TESL 410 (formerly TESL 310).

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**.

Total Hours: 60
Typical structure of instructional hours:

Lecture hours	
Seminars/tutorials/workshops	15
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	45
Other contact hours:	
Total	**60**

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.): Annually

Department / Program Head or Director: Dr. Seonaigh MacPherson	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	December 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	March 17, 2017
Dean/Associate VP: Dr. Tracy Ryder Glass	**Date approved:**	December 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Review a range of approaches to curriculum design in TESL and second language education.
- Map a unit plan overview that demonstrates constructive alignment of learning outcomes, instructional tasks and assessments for an ESL/EFL or second language context.
- Critique a range of assessments and feedback strategies commonly used in ESL/EFL and second language contexts, including the use of error correction, self- and peer-assessment, classroom tests, and standardized exams.
- Design a set of assessments for a learner- or learning-centred ESL course that clearly distinguish the following: needs, placement, formative or classroom, self-/peer-, and summative assessments as well as instructor/course evaluation.
- Apply language standard frameworks, and the Canadian Language Benchmarks in particular, to design SLE assessments.
- Demonstrate how these assessments could be used in a portfolio-based assessment process
- Develop sample materials to support learners to succeed in the above assessment.

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 facilitate online learning discussions of weekly readings with tasks associated with that week's topic. In F2F classes, students will present their major assignments and work in groups to explore critical issues raised in the course to-date.

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.	Christison, M. & Murray, D.	*What English Language Teachers Need to Know Volume III: Designing Curriculum.*	☒	Routledge	2014
2.	Nation, I.S.P., and Macalister, J.	*Language Curriculum Design*	☒	Routledge	2010
3.	Macalister, J., and Nation, I.S.P.	*Case Studies in Language Curriculum Design: Concepts and Approaches in Action Around the World*	☒	Routledge	2011
4.	McKay, S.L., & Brown, J.D.	*Teaching and Assessing EIL in Local Contexts Around the World*	☒	Routledge	2014
5.	Centre for Canadian Language Benchmarks	Canadian Language Benchmarks	☒	CCLB	2011
6.	Centre for Canadian Language Benchmarks	*Portfolio-Based Assessment Resources* http://www.language.ca/index.cfm?Voir=resultat&Mod=1&Repertoire_No=2137991327			

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	75%	Midterm exam:	25%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary): Students will demonstrate a constructive alignment table for a unit that clearly demonstrates the ability to identify and align learning outcomes (aligned to standards), classroom teaching, and assessment. They will prepare an assessment package that demonstrates the ability to use standards like the CLB in designing language assessments. Because of the amount of information in the readings, it may be advisable t have a late mid-term after week 10, perhaps, so students can move from reviewing to applying.

Typical Course Content and Topics

Week 1: Introduction to Curriculum and Assessment
Week 2: Using Curriculum to Connect Lessons, Units, Programs, and Target Communities of Practice
Week 3: Learning-Centred Curriculum Design: OBE, competency-based, and standards-based curriculum design
Week 4: Language standards and the CLB - Integrating language standards in curriculum and assessment
Week 5: Assessment – Moving from needs assessment to learning outcomes to placement testing in language education
Week 6: Constructive Alignment: Designing curriculum that align standards, learning outcomes, assessments, and learning tasks
Week 7: Curriculum I: Communicative and Task-based Design
Week 8: Curriculum II: Academic, Genre-Based, and Content-Based Approaches
Week 9: Curriculum III: Language Skills-Based Approach – Dividing or integrating skills
Week 10: Curriculum IV: Vocabulary, Structural, and Notional-Functional Approaches
Week 11: Language assessment – classroom or formative assessment, self-/peer-assessment, and e-portfolios
Week 12: Language assessment – summative assessment and high-stakes language testing
Week 13: Implementing curriculum and assessment innovations
Week 14: Presenting curriculum and assessment models – Peer learning

Memo for Course Changes

To: Professional Studies Faculty Council and UEC

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

Date: November 3, 2016

Subject: Proposal for revision of TESL 433 Second Language Education Practicum

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:

   Change Course Name

   We have shifted the course to refer to "Second Language Education" rather than "TESL" to enable teachers of other languages to participate and do assignments and apply what they are learning to the teaching of other languages. They can still earn the TESL certificate if they meet the requirements of the practicum and the texts do focus on English, but it is a norm in the field to expand discussions from a narrow focus on TESL to a broader focus on second or other languages generically. Even TESL/ESL itself is considered rather outmoded as it suggests subtractive bilingualism to some and has been replaced with English as an Additional Language or Other Language to emphasize and encourage teaching for multilingual outcomes.

   Change Learning outcomes:

   Minor changes to clean up outcomes and focus on practicum and reflective practice.

   Add: *New textbooks that offer updated approaches to teacher reflection and practicum experiences.*

   Delivery: *There will be some online activities required.*

   Change course number from 300 to 400 level
   By increasing the number of observational and teaching hours in the practicum from 20 to 50, the demand on students is considerably greater and warrants a higher designation for having to demonstrate skills and expertise required of professional teachers with degrees.

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

The outcomes were not substantially changes; however, the practicum duration was increased to 50 hours (30 observation/20 practice teaching) to reflect new requirements of TESL Canada for TESL Canada Professional Certification Standard Two. With the added 30 hours of experience, we removed the 20 hours of volunteer work previously required.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *No*

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

   All of the programs within the Faculty of Professional Studies have been consulted as well as the Head of English and Director of Continuing Education.

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

   As in most TESL courses, we strive to add in content, examples and instructional methods that will embrace indigenous learning in our classes. We have expanded the references to ESL to include second language education. We added specific learning outcomes relating to the teaching of English as a second dialogue (EFD). This is a common approach used to support English language skills to some indigenous communities and students.

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

   PLAR cannot be awarded for this course because the practicum is required for TESL Canada Professional Standard Two and is required by our UFV program to demonstrate the ability to apply what is learned in the other coursework to the practice of teaching a second language.

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: *$100.00 for textbooks and any additional costs for materials used in designing and implementing their own instructional tasks during practicum experiences.*

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2004
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: TESL 433	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Second Language Education Practicum **Course Short Title (if title exceeds 30 characters):** SLE Practicum	
Faculty: Faculty of Professional Studies	**Department (or program if no department):** Adult Education

Calendar Description:

This practicum component of the TESL certificate enables students to apply their studies of theory and methodology of second language teaching and learning in an approved ESL instructional setting.

Note: Students with credit for TESL 333 cannot take this course for further credit.

Prerequisites (or NONE):	TESL 400 (formerly TESL 300), TESL 408, TESL 410 (formerly TESL 310), and TESL 420.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number: **TESL 333**
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**.

Total Hours: ~~110~~ 70
Typical structure of instructional hours:

Lecture hours	
Seminars/tutorials/workshops	6
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	50
Online learning activities	8
Other contact hours: mentor/supervisor consultations	2
Total	**7**

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): 15

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

Department / Program Head or Director: Seonaigh MacPherson	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	December 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	March 17, 2017
Dean/Associate VP: Tracy RyderGlass	**Date approved:**	December 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Observe a second language or ESL class through a professionally critical lens
- Demonstrate an ability to design and teach lessons and create constructive learning environments for English language learners (ELLs) or second language learners.
- Prepare integrated activity-based language lesson plans that are relevant and appropriate for target students, programs, and contexts.
- Adjust teaching and curriculum on the basis of ongoing reflective practice and formative assessment processes.
- Collaborate with peers and/or supervisors in creating a supportive learning environment for studentsPlan ongoing professional development in the field of TESL or SLE.

Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because the practicum is required for TESL Canada Professional Standard Two and is required by our UFV program to demonstrate the ability to apply what is learned in the other coursework to the practice of teaching a second language.

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

- guided observation (minimum 20 hours)
- guided teaching and class management (minimum 30 hours)
- portfolio compilation with reflective writing (a component of both observation and teaching time)
- online peer discussions – critical incident analysis (min. 8 hours)
- sponsor/mentor consultation, collaboration, and performance review (minimum 4 hours)
- classroom seminars (minimum 6 hours)
- practicum supervisor consultation and performance review (minimum 2 hours)
- assignments (ex. textbook work, student needs assessment tool creation, lesson planning, peer observation and evaluation, etc.)

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
2.	Farrell, T.	Promoting Teacher Reflection in Second Language Education: A Framework for TESOL Professional	☒	Routledge	2015
3.			☐		

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

Students will be expected to supply any and all teaching materials required to complete the 30 hours of teaching as well as materials for the portfolio completion.

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	25%	Midterm exam:	%	Practicum:	75%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Upon completion of the course, students will receive a Credit, No Credit, or Incomplete. Students who receive a credit will have attended all of the classroom/seminar and online sessions (unless instructor permission was given) and successfully completed all of the practicum requirements as well as the portfolio work (which includes demonstrated completion of volunteer hours within an ESL or SLE setting). Students who receive an Incomplete will normally have up to 6 weeks after the final course date to complete either the practicum requirements or the portfolio work, or both. An incomplete will only be issued in extenuating circumstances after consultation with and agreement by the practicum supervisor. (Poor time management or an unsuccessful practicum for example, will not be considered as reasons for issuing an incomplete.)

Typical Course Content and Topics

Within the mandatory minimum of 20 hours of observation, 30 hours of teaching and 20 hours for seminars, consultation, collaboration, performance review, and creation of a portfolio there will be considerable variation of content from student to student given the nature of a practicum class. However, all students will complete the guided observation and teaching hours, the reflective writing assignments, the portfolio compilation, the peer observation and evaluation, and textbook and materials assignments. All students will also consult sponsors with respect to lesson planning and materials creation. In addition, they will also have their teaching performance reviewed by both their sponsors and the practicum supervisor.

Memo for Course Changes

To: UEC

From: Allan Arndt, Biology Department Head

Date: January 2017

Subject: Proposal for revision of BIO 202 Cell Signaling/Gene Regulation

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 will allow agriculture students to register without a waiver.*
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 will allow agriculture students to register without a waiver.*
5. Which program areas have been consulted about the change(s)? *Agriculture, Bachelor of Agriculture Science Implementation Committee*

   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.*
6. If this course is not eligible for PLAR, explain why: *This course is eligible for PLAR.*
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: *None of these items have changed.*
   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? *Field trips are not required.*

9. Estimate of the typical costs for this course, including textbooks and other materials: *$188.95 (textbook)*

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: June 1994
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) November 2021
Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: BIO 202	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Cell Signaling/Gene Regulation **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Science	**Department (or program if no department):** Biology

Calendar Description:

This course focuses on cellular signal transduction. Topics covered include electrical and chemical signaling, DNA structure and genome organization, the cell cycle and cancer, biotechnology and genetic engineering, transcription and translation mechanisms, and the regulation of gene expression.

Prerequisites (or NONE):	One of the following: (BIO 112 and CHEM 114) or (BIO 111, [CHEM 110 or CHEM 113], and [two of the following: AGRI 123, AGRI 124, AGRI 129, AGRI 163, AGRI 203, AGRI 204, or AGRI 220]), all with a C+ or better.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☒ Yes ☐ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☒ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 90
Typical structure of instructional hours:

Lecture hours	45
Seminars/tutorials/workshops	25
Laboratory hours	20
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**90**

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): 24

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

Department / Program Head or Director: Allan Arndt	**Date approved:**	November 25, 2016
Faculty Council approval	**Date approved:**	January 6, 2017
Campus-Wide Consultation (CWC)	**Date of posting:**	March 17, 2017
Dean/Associate VP: Lucy Lee	**Date approved:**	January 6, 2017
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

1. Describe the main steps in signal transduction in cells.
2. Explain how electrical and chemical signals are essential for nervous system signaling.
3. Discuss the organization of the genome of cells.
4. Describe how DNA replication works in prokaryotic and eukaryotic cells.
5. Explain the cell cycle and the role of mitosis.
6. Describe the role of biotechnology and genetic engineering in society.
7. Describe how transcription and translation processes work in eukaryotic cells.
8. Discuss the mechanisms of control of gene expression.
9. Perform laboratory skills such as the use of DNA and gel electrophoresis, the use of thermocycler for PCR, transformation of bacteria, etc.
10. Write a detailed scientific report (organized as a research paper) that interprets scientific experimental data from multiweek procedures.
11. Present an evaluation of a modern research paper to the class.

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, A/V materials, use of models, charts, and lab exercises.

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.	Becker	The World of the Cell	☒	Pearson	2008
2.			☐		
3.			☐		
4.			☐		
5.			☐		

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

Typical Evaluation Methods and Weighting

Final exam:	45%	Assignments:	%	Midterm exam:	25%	Practicum:	%
Quizzes/tests:	5%	Lab reports:	10%	Field experience:	%	Shop work:	%
Oral presentation:	15%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

1. Cell Signaling and Signal Transduction:
   - Electrical properties of cells and nervous system signaling
   - Chemical signals, cellular receptors, novel messenger molecules
   - Signal transduction pathways stimulating gene expression
2. Structural Basis of Cellular Information:
   - DNA structure, genome organization, DNA packaging.BIO 202
3. DNA Replication and Cell Division:
   - DNA replication, DNA damage and repair, cell cycle, cancer.
4. Biotechnology and Genetic engineering:
   - Gene cloning, genetic engineering, gene therapy.
5. Gene Expression:
   - Genetic code, transcription, RNA processing, translation, protein targeting.
6. Control of Gene Expression:
   - Prokaryotes vs. eukaryotes, transcriptional vs. posttranscriptional control.

Laboratory Experiments

In the lab/seminar component of the course students work on complex lab exercises for five to six weeks. The remaining time is used for student presentation of research projects. For the research projects, students work in pairs or individually and must choose a research paper dealing with any topic related to cell biology. The majority choose papers from Science, Nature or Cell due to our current library holdings. The choice of paper must be approved by the instructor.

Students must acquire a good basic understanding of the paper including the techniques described in the paper. The students then present the paper to the class. They are graded on the level of understanding demonstrated during the presentation as well as during a brief discussion with the instructor and class immediately following their presentation.
The primary objective of this activity is to teach the students how to read the literature. A secondary objective is to expose students to the application of experimental techniques which cannot actually be performed or demonstrated in our teaching labs.

Lab exercises include:
Lab 1: PCR analysis and sequence comparisons of human mitochondrial DNA.
Students will isolate their own mitochondrial DNA from cheek cells and amplify a specific region using the Polymerase Chain Reaction (PCR). Samples will be run on a DNA electrophoresis gel and then later sequenced. Sequences will be compared to a number of other sequences in a human mtDNA database.

Lab 2: Control of gene expression in Eukaryotes.
Insects (meal worms) are exposed to heat shock conditions. Blood and tissue samples are assayed using Western blotting with an hsp70 antibody to observe aspects of the expression of hsp70 gene.

Lab 3: Gene regulation in transgenic bacteria.
Students create transgenic bacteria by inserting a jellyfish gene which glows when active. The students then determine the presence or absence of the gene and the environmental factors which can influence activity of this transgene.

Supporting lab equipment available:
In-house manual presently in use as is all necessary equipment.

Memo for Course Changes

To: UEC

From: Allan Arndt, Biology Department Head

Date: January 2017

Subject: Proposal for revision of BIO 210 Introduction to Ecology

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: *Prerequisites - this will allow agriculture students to register without a waiver. Calendar description – shortened to fall within the 40 word max.*
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 will allow agriculture students to register without a waiver.*
5. Which program areas have been consulted about the change(s)? *Agriculture, Bachelor of Agriculture Science Implementation Committee*

   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.*
6. If this course is not eligible for PLAR, explain why: *This course is eligible for PLAR.*
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: *None of these items have changed.*
   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? *Funded through the department budget.*

9. Estimate of the typical costs for this course, including textbooks and other materials: *$134.81 (textbook)*

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: November 1993
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: BIO 210	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Introduction to Ecology **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Science	**Department (or program if no department):** Biology

Calendar Description:

This course is an introduction to the basic principles of ecological theory relating to the structure and function of ecosystems and examines the various ways in which organisms interact.
Note: Field trips outside of class time are required.

Prerequisites (or NONE):	BIO 111 and BIO 112. Note the prerequisite will be waived for students who have completed the Agriculture Technology diploma. Contact the Biology department to arrange a prerequisite waiver. Note: As of January 2018, prerequisites will change to: One of the following: (BIO 112 and CHEM 114) or (BIO 111, [CHEM 110 or CHEM 113], and [two of the following: AGRI 123, AGRI 124, AGRI 129, AGRI 163, AGRI 203, AGRI 204, or AGRI 220]), all with a C+ or better.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☒ Yes ☐ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☒ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 90
Typical structure of instructional hours:

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

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): 24

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

Department / Program Head or Director: Allan Arndt	**Date approved:**	November 25, 2016
Faculty Council approval	**Date approved:**	January 6, 2017
Campus-Wide Consultation (CWC)	**Date of posting:**	March 17, 2017
Dean/Associate VP: Lucy Lee	**Date approved:**	January 6, 2017
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

1. Explain how global climate patterns determine the distribution of Earth's major biomes
2. Discuss basic ecological processes that affect individuals, populations, and communities of organisms
3. Identify local plant species
4. Conduct basic vegetation surveys
5. Make assessments of habitat and community structure.
6. Apply statistical analyses to ecological data and present this information in both written and oral formats

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)

Instruction will include a combination of lectures, group work in class, video and oral presentations, laboratory and field exercises, as well as design and execution of a group field investigation.

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.	Smith/Smith	Elements of Ecology with MasteringBiology		Cummings	2014

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

Typical Evaluation Methods and Weighting

Final exam:	30%	Assignments:	10%	Midterm exam:	20%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field trip written report:	15%	Shop work:	%
In-class participation:	5%	In-class oral presentation:	5%	Stream ecology report:	15%	Total:	100%

Typical Course Content and Topics

Life and the physical environment
Physical conditions, climate patterns
Climate diagrams and the major terrestrial biomes
Life in water – zonation and nutrient flow
Response to changing essential conditions
Temperature
Water
Energy and nutrients
Succession
Population processes
Distributions and life history patterns
Growth and dynamics
Dispersal and metapopulations
Interactions
Competition
Parasitism and mutualism
Communities
Community structure and food webs
Nutrient cycling
Landscape ecology and conservation

Laboratory Exercises

1. Tree, shrub, and ground cover identification in the woodlot. Students will be introduced to sampling methods and local plant identification.
2. Plant diversity in a raised bog. Students will travel to Derby Reach to investigate plant diversity in this unique community and apply statistical measures to look for variance and correlations in sampling.
3. Soil invertebrates. The class will collect litter/soil samples and learn to use a key to identify the common invertebrates present.
4. The class will learn stewardship techniques for monitoring and improving habitat quality in local streams by quantifying physical conditions as well as assessing the invertebrate community and phytoplankton levels.
5. A field trip component will also introduce students to developing and testing their own hypotheses. Groups of students will develop their own investigation on the consequences environmental gradients have on the makeup of communities.

Memo for Course Changes

To: UEC

From: Allan Arndt, Biology Department Head

Date: January 2017

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: *This will allow agriculture students to register without a waiver.*
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 will allow agriculture students to register without a waiver.*
5. Which program areas have been consulted about the change(s)? *Agriculture, Bachelor of Agriculture Science Implementation Committee*

   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.*
6. If this course is not eligible for PLAR, explain why: *This course is eligible for PLAR.*
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: *None of these items have changed.*
   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? *Field trips are not required.*

9. Estimate of the typical costs for this course, including textbooks and other materials: *$193.95 (textbook)*

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: October 1994
REVISED COURSE IMPLEMENTATION DATE: September 2017
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.

Course Code and Number: BIO 220	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Genetics **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Science	**Department (or program if no department):** Biology

Calendar Description:

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.

Prerequisites (or NONE):	One of the following: (BIO 111 and BIO 112) or (BIO 111 and three AGRI courses), all with a C+ or better. Note: As of January 2018, prerequisites will change to: One of the following: (BIO 112 and CHEM 114) or (BIO 111, [CHEM 110 or CHEM 113], and [two of the following: AGRI 123, AGRI 124, AGRI 129, AGRI 163, AGRI 203, AGRI 204, or AGRI 220]), all with a C+ or better.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☒ Yes ☐ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☒ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 90
Typical structure of instructional hours:

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

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): 24

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

Department / Program Head or Director: Allan Arndt	**Date approved:**	November 25, 2016
Faculty Council approval	**Date approved:**	January 6, 2017
Campus-Wide Consultation (CWC)	**Date of posting:**	March 17, 2017
Dean/Associate VP: Lucy Lee	**Date approved:**	January 6, 2017
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

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.	Klug/Cummings	Concepts in Genetics	☒	Pearson	2014
2.			☐		
3.			☐		

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

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 Mendalian 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: Jacqueline Nolte; Alisa Webb; CACC

From: Lynn Kirkland Harvey, Curriculum Chair, Communications

Date: January 30, 2017

Subject: Proposal for revision of CMNS 380: The Cross Generational Workplace

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 title is reworded to be shorter and clearer. The course description and outcomes are revised to include cultural diversity, indigenization, and associated world views in the discussions of a multigenerational workplace. The outcomes are reworded to be succinct and are revised to include distinguishing between generational stereotyping, ageism, and generational points of view. Resources and assignments have been updated to address these changes.

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

   The changes align with the program outcomes of communicating to "meet the needs of the audience", and in developing "communication skills for interpersonal, team, organizational, and culturally diverse contexts".

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 course has been revised to include indigenous and other world view perspectives as they relate to a multigenerational workplace.

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: $100

CWC comment and response:

- The learning outcomes appear to have been revised significantly, to include more about diversity than just generational concerns. In light of that, would a title revision to "Communicating in the Diverse Workplace" be more appropriate?

  CMNS 380 is a course that is about the cross-generational workplace, but we realize that some students (and workplace colleagues) will not have the standard post-war North American generational experiences. To this end, we want to include content on world-view generational issues as part of the discussion. The course will still focus on understanding and communicating with people from different generations in the workplace, so as such, it is not about diversity per se.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2010
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: CMNS 380	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Communicating in the Cross-Generational Workplace **Course Short Title (if title exceeds 30 characters):** Cross-Generational Workplace	
Faculty: Faculty of Humanities	**Department (or program if no department):** Communications

Calendar Description:

This course is designed to provide students with the skills needed to interact and communicate within a day-to-day workplace environment and build on the potential of a cross-generational workplace. Students will learn how to use a variety of communication strategies from various world views to effectively draw on the strengths of a cross-generational team, in a variety of Canadian workplace contexts.

Prerequisites (or NONE):	45 university-level credits including CMNS 251.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☐ Yes ☒ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☒ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 45
Typical structure of instructional hours:

Lecture hours	20
Seminars/tutorials/workshops	25
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**45**

Special Topics
Will the course be offered with different topics?
☐ Yes ☒ No
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 36

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

Department / Program Head or Director: Lynn Kirkland Harvey	**Date approved:**	November 4, 2016
Faculty Council approval	**Date approved:**	February 10, 2017
Campus-Wide Consultation (CWC)	**Date of posting:**	March 17, 2017
Dean/Associate VP: Jaqueline Nolte	**Date approved:**	February 10, 2017
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Identify the generational influences that shape individual communication patterns
- Distinguish between ageism, stereotyping, and generational values
- Incorporate concepts of cultural diversity, Indigenization, and associated world views in multigenerational contexts
- Evaluate cross-generational work team dynamics
- Analyze case-based cross-generational workplace-related conflicts
- Develop cross-generational communication 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)

Lectures, case studies, video/DVD, student-led 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.	Deal, J.J.	*Retiring the generation gap: How employees young & old can find common ground.*	☒	John Wiley & Sons Inc	2007
2.	Holian, R.	Work, career, age and life-stage: assumptions and preferences of a multigenerational workforce.	☐	Labour & Industry: a journal of the social and economic relations at work, 25:4, 278-292	2015
3.	Blauth, C., McDaniel, J., Perrin, C., & Perrin, P.B.	Age-based stereotypes: Silent killer of collaboration and productivity	☐	Achieve Global	2011
4.	Johnson, M.	Engaging a multigenerational and multicultural workforce: One style does not suit all	☐	Plans & Trusts	2015

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):

Blog and Article Reflection	15%
Student Presentations and Workshops	30%
Case Study Analysis	25%
Research Review Report	25%
Participation/Leadership	5%

Typical Course Content and Topics

The course takes a practical approach to addressing the factors that influence and challenge workplace communication that spans four generations of employees in a variety of workplace context.

A) Cross-generational Realities

a. Ageism and stereotyping
b. Demographics – Looking at research
c. Generation characteristics and worldviews
d. Generation challenges
e. Motivation and values
f. Realities and myths: What to believe

B) The Cross-generational Workplace

a. Factors contributing to the multigenerational workplace
b. Skills sets that contribute
c. Skills sets that clash

d. Use of language and technology: Who understands whom?
e. Supervision and working relationships in an age of cross-generational leaders
f. Identify communication challenges
g. Leveraging communication opportunities

C) Communication Challenges

a. Wants, needs and preferences
b. Balancing information needs
c. When to text, when to meet, when to phone
d. Communication technology across generations – how to use it and when
e. Communication expectations
f. Writing across generations
g. Interpersonal cross-generational communication

D) Working Together: Strategic communication planning

a. Cross-generational work team participation and facilitation
b. Communication protocols
c. Communication coaching
d. Collaboration techniques

Memo for Course Changes

To: Jacqueline Nolte; Alisa Webb; CACC

From: Lynn Kirkland Harvey, Curriculum Chair, Communications

Date: January 26, 2017

Subject: Proposal for revision of CMNS 420 Virtual Team Communication

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 calendar, outcomes, resources and assignments are updated to reflect current virtual team issues and practices.

   The prerequisites have been expanded to include two more relevant course options: CMNS 235 Public Speaking or CMNS 380 Team and Small Group Communication for the Workplace

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

   The outcomes have been updated to align with our program outcomes:

   - Demonstrate competency in creating professional messages across a wide spectrum of media that fulfill specific communication purposes and meet the needs of the audience.
   - Model effective and professional communication skills for interpersonal, team, organizational, and culturally diverse contexts.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No.
5. Which program areas have been consulted about the change(s)? N/A
6. What consideration has been given to indigenizing the curriculum?

   Consideration of indigenous contexts are included in the outcomes.

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 to 24 (computer lab max on campus)
    c. Frequency of offering
    d. Resources required (labs, equipment): computer lab
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: $100

CWC comment and response:

- The description of the course does not seem to be consistent with the typical structure of hours (i.e. the course seems to include a substantial amount of online learning, but only 15 hours are listed as online learning activities). Is this correct, or is a revision needed?

  CMNS 420 does include some online learning activities and assignments, but the course isn't delivered specifically as an online course. Much of the content is about team dynamics and virtual space, and this content is delivered in a classroom, computer lab, and seminar environment. Students learn how to construct and manage virtual teams using different platforms in guided computer lab time, which they demonstrate in the online assignments. So, in terms of hours, the computer lab time is also online time.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2010
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: CMNS 420	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Virtual Team Communication **Course Short Title (if title exceeds 30 characters):** Virtual Team CMNS	
Faculty: Faculty of Humanities	**Department (or program if no department):** Communications

Calendar Description:

Virtual teams are used globally to communicate across boundaries, time zones, technologies, cultures, disciplines, and professional contexts. This course blends face-to-face instruction with virtual learning to connect students with the specialized strategies, technologies, tools, and methods to facilitate virtual teams.

Note: Students will be required to participate in global social media environments.

Prerequisites (or NONE):	60 university-level credits including one of the following: CMNS 235, CMNS 251, or CMNS 280.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☐ Yes ☒ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☐ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☐ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 60
Typical structure of instructional hours:

Lecture hours	15
Seminars/tutorials/workshops	15
Laboratory hours	15
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	15
Other contact hours:	
Total	**60**

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): 24

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

Department / Program Head or Director: Lynn Kirkland Harvey	**Date approved:**	November 4, 2016
Faculty Council approval	**Date approved:**	February 10, 2017
Campus-Wide Consultation (CWC)	**Date of posting:**	March 17, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:**	February 10, 2017
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Define types of virtual teams
- Evaluate the purpose for various types of virtual team
- Analyze the leadership behaviours that best support different types of virtual teams
- Incorporate practices that demonstrate consideration for impact of culture on virtual communication (for example, priority of relationship building and technology management in Indigenous contexts)
- Investigate a variety of online platforms and applications for virtual teamwork
- Select appropriate strategies, tools and techniques for context specific virtual team facilitation
- Plan a virtual team facilitation
- Demonstrate virtual team relationship building, leadership and participation
- Facilitate virtual team activities

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)

Blended Learning (i.e. face-to-face classes + virtual participation); lectures; learning activities (in-class and online); student-led virtual seminars.

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.			☒		
2.	Cornelius, S., Gordon, C., & Schyma, J.	Live online learning: Strategies for the Web Conferencing Classroom.	☒	Palgrave Macmillan	2014
3.	Fisher, K., & Fisher, M	Manager's guide to virtual teams.	☒	McGraw-Hill	2011
4.			☐		
5.			☐		

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

- Access to Blackboard
- Computer head-set and microphone
- Webcam

Typical Evaluation Methods and Weighting

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

Details (if necessary):

10% Individual face-to-face case study plan and presentation
20% Virtual team workshop plans
15% Virtual team contributions; meeting deadlines, meeting participation, active communication
10% Peer evaluations, team evaluations, and self-evaluations
30% Virtual facilitated group meetings (minimum of two separate activities)
10% Quizzes
5% Individual written case study

Typical Course Content and Topics

This course is designed to help students master the convergence of workers, workplace, technology, and work processes using multiple forms of collaboration and communication strategies used by virtual teams. The course begins, in the face-to-face learning environment with an introduction to effective virtual team communication best practices. The course then moves into the online learning environment to provide students with an opportunity to communicate, work, participate, and facilitate a variety of virtual team activities. The course content includes:

A) Understanding Virtual Teams

1. Identifying types of virtual teams
   - Networked teams
   - Parallel teams
   - Project or product teams

- Work task function teams
- Service teams
- Management teams
- Action teams
- Distributed teams

2. Critical factors for virtual team success
3. Technical boundaries: Tools and challenges
4. Crossing cultural boundaries
5. Integrating diverse cultural expectations
6. Crossing time zones and distances

B) Creating Virtual Teams

1. Myths and realities about leading virtual teams
2. How to start a virtual team
3. Team members: Roles, competencies and expectations
4. Building Relationships and Trust

C) Organizing Virtual Teams

1. Holding virtual team meetings
2. Comparing team dynamics: Virtual team vs. face-to-face team
3. Working adaptively: Strategies, techniques and tools
4. Accountability: How to evaluate the effectiveness of virtual team activity

D) Virtual Teams In Action

1. Virtual project team networking
2. Chairing a meeting
3. Conducting virtual workplace training
4. Hosting a virtual conference
5. Facilitating a webinar

Memo for Course Changes

To: Jacqueline Nolte; CAC

From: Lynn Kirkland Harvey, CMNS Head and Curriculum Chair

Date: October 12, 2016

Subject: Proposal for revision of CMNS 125 Introduction to Workplace Communications

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 revised version of CMNS 125 is in line with similar communication courses at other institutions. The course maintains its focus on workplace messages and presentations, but the large job search component has been removed. Resumes and cover letters were lacking in relevancy for first year students, and it was felt that the content could be addressed later in their education and/or from other sources, such as the Career Centre.

   The revisions also broaden the key communication principles of *audience* and *purpose* to include academia. As students taking CMNS 125 are increasingly from diverse programs and backgrounds, this course allows the research writing assignment to be adapted to different audiences to best reflect the student's area of study.

   It is our goal to have one course that can meet the needs of a variety of programs. This updated version of CMNS 125 serves to combine concepts from CMNS 155 but from a broader perspective. As such, CMNS 155 will be discontinued.

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

   The revised learning outcomes continue to be aligned with the CMNS Minor 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. *Demonstrate information literacy skills.*
4. *Practice common document design techniques as they apply to a variety of workplace messages.*
5. *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?

   CMNS 125 is currently required in various programs including: Business, CIS, Criminal Justice, Agriculture, Arts, BGS, SOWK, Kinesiology, and GDD.

   Which program areas have been consulted about the change(s)? These programs, including Science Faculty Council, were consulted regarding the changes to CMNS 125 and the discontinuation of CMNS 155.

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

   As in most CMNS courses, we try to add assignments, protocols, examples, and instructional methods that will allow indigenous learners to feel welcome in the class. The article noted on the course outline could be used as the basis for the research writing assignment for students to gain awareness of the issues.

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: N/A
   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? N/A
9. Estimate of the typical costs for this course, including textbooks and other materials: $120

CWC comment and response:

- The memo indicates that these revisions are "in line with similar communication courses at other institutions". Can the department provide some more specific information to support this?

Two examples of courses that are similar to our revised CMNS 125 that focus on audience as purpose so that the course can be adapted to students in different programs:

Kwantlen: CMNS 1110 3 Credits

Fundamentals of Business Communication

Students will be introduced to the interactive relationship between context, message, audience, and purpose in workplace writing. In the process, they will learn basic strategies, with emphasis on grammar and syntax, and current conventions for correspondence and short reports, research and documentation, integration of visual elements. Students will also learn oral report preparation and presentation skills, which they will demonstrate through in-class presentations.

Douglas: CMNS 1111 3 Credits

Workplace Communications for Selected Programs Communications 1111 is designed for students enrolled in Business, Criminal Justice, Dispensing Optician, Animal Health Technology, and Health Information Management programs. Instruction is adapted for workplace settings appropriate to each program area. Assignments are drawn from a number of possible components: correspondence, memoranda, reports, and other program related documents. Course work also includes instruction in writing strategies for effective on-the-job communication, and may include instruction in oral communications situations as oral presentations, employment interviews, and meetings.

From: Lynn Kirkland-Harvey
To: Amanda Grimson
Cc: Gayle Noel
Subject: RE: CMNS 125
Date: Tuesday, December 13, 2016 3:09:28 PM
Attachments: CMNS 125 Revisions 13DEC16.docx

Hi Amanda,

Many thanks to the UEC Screening Subcommittee for their thoughtful feedback/suggestions.

The Communications department discussed the comments at length and provide these responses:

1. The course title has been changed to **Communicating Professionally to Academic and Workplace Audiences**. The term "audience" is central to our communications program outcomes, and the course will help the students determine how to tailor their writing style, content, and document design to the different target audiences.
2. The course number of CMNS 125 is congruent with the transfer credit agreements currently in place, as most equivalent courses include the academic writing piece. Also, CMNS 125 is included as a required course in many UFV programs, and the focus of the course continues to be on the basics of the writing process, messaging, using source material, designing documents, and presenting. The only change is that the student will be required to consider the different audiences.
3. CMNS 155 is being discontinued and the rationale memo will be submitted as soon as all areas that currently include CMNS 155 in their programs are notified. They were apprised last year that this was change was underway, but we feel it would be valuable to connect with them one more time before sending out the discontinuation notice. We expect that the discontinuation notice will follow shortly, and we trust that this won't unnecessarily delay the process.
4. The transfer credit and special topics sections have been completed.

I trust this is the information you require to proceed with the course approval.

Best,

Lynn

Lynn Kirkland Harvey
Interim Department Head
Communications
University of the Fraser Valley
D3021
604 851-6323

From: Amanda Grimson
Sent: Thursday, December 01, 2016 10:22 AM
To: Lynn Kirkland-Harvey
Cc: Gayle Noel
Subject: FW: CMNS 125

Hi Lynn,

Forwarding this to you.

Amanda

From: Amanda Grimson
Sent: November-30-16 1:19 PM
To: Samantha Pattridge; Gayle Noel
Cc: Arts Committees
Subject: RE: CMNS 125

Hi Samantha/Gayle,

The UEC Screening Subcommittee has some comments on CMNS 125 that they would like to have addressed before this course moves on in the approval process:

- Introduction of this course should be accompanied by discontinuation of CMNS 155.
- Should a new course number be used (with an equivalency to both CMNS 125 and CMNS 155), rather than incorporating part of CMNS 155 into this course and creating an equivalency?
- Suggest that the title be revised to "Professional Communications for Academic and Workplace **Environments**" or "**Communicating Professionally to** Academic and Workplace Audiences" or similar.
- Transfer credit and special topics sections have not been completed.

Thanks,
Amanda

From: Arts Committees
Sent: November-16-16 9:30 AM
To: Amanda Grimson
Subject: CMNS 125, 120

Hi Amanda,

Please see attached Course revisions for CMNS 125 and New Course 120.

Thanks
Lisa

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: November 1998
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
Course outline form version: 07/07/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: CMNS 125 **Number of Credits:** 3 Course credit policy (105)

Course Full Title: Communicating Professionally to Academic and Workplace Audiences
Course Short Title (if title exceeds 30 characters): Professional Communications

Faculty: Faculty of Humanities | **Department (or program if no department):** Communications

Calendar Description:

This course introduces the theory and practice of professional communications for academic and workplace audiences. Emphasis is on the communication process, and on direct, indirect, and persuasive messages and presentations. Research, citation/documentation styles, document design and electronic messaging are also studied and practiced.

Note: Students with credit for CMNS 155 cannot take this course for further credit.

Prerequisites (or NONE):	One of the following: C+ or better in English 12, CPT score of 48, or evidence of any test score or course grade listed under the Degree/diploma-level English language proficiency standards in the UFV academic calendar at www.ufv.ca/calendar/current/General/EnglishProficiency.htm.
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s): CMNS 155
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**.

Total Hours: 45
Typical structure of instructional hours:

Lecture hours	30
Seminars/tutorials/workshops	15
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**45**

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 semester

Department / Program Head or Director: Lynn Kirkland Harvey	**Date approved:**	August 30, 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	March 17, 2017
Faculty Council approval	**Date approved:**	November 2016
Dean/Associate VP: Jacqueline Nolte	**Date approved:**	November 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

1. Create messages for specific purposes, audiences, and media.
2. Apply the writing process, including planning, drafting, revising, editing, and proofing.
3. Write direct, indirect, and persuasive messages in a variety of lengths and formats.
4. Produce a research writing assignment for a professional or academic audience.
5. Use summary, paraphrasing, and citation techniques for an academic or professional audience.
6. Use source material ethically and critically in written communication.
7. Demonstrate the basic techniques of document design.
8. Develop and deliver effective and professional presentations.

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)

Reading and discussing examples of effective workplace writing
Lectures
Practice exercises and simulations
Collaborative exercises
Computer lab activities
Online activities

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.	Meyer, C.	Communicating for Results	☒	Oxford	2014
2.	Adu-Febiri, F. & Quinless, J.M.	Workplace Diversity and Aboriginal People in Canada: Going Beyond the Managerial Model	☒	Common Ground Publishing	2010
3.			☐		
4.			☐		
5.			☐		

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):

Practice exercises (e.g. rough drafts, quizzes, case-studies): 10%

Workplace writing assignments (letters, memos/emails, postings): 50%

Direct messages (requests, replies, claims, adjustments)
Indirect messages
Persuasive/sales messages

Research writing assignment (Lit. review, position paper, short report) 25%

Oral presentations: 15%

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

Typical Course Content and Topics

1. Elements of technical and professional writing. Comparision with academic writing.
2. Using language correctly for the audience. Drafting, revising, editing, proofing.
3. Using language effectively in the workplace. Purpose/audience analysis.
4. Direct messages, email/memo format, communicating using electronic methods.
5. Indirect messages, letter format, document design.
6. Using academic databases, workplace research, summary and paraphrasing, citation methods.
7. Incorporating research into a written assignment for an academic or professional audience.
8. Principles of professional oral presentations.

Memo for Course Changes

To: CACC

From: Lynn Kirkland Harvey, Communications

Date: January 30, 2017

Subject: Proposal for discontinuation of CMNS 155

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: CMNS 155 is being replaced by a revised CMNS 125. The two courses have been somewhat similar in the past, and it no longer makes sense to keep offering both. The revised CMNS 125 meets most of the outcomes of CMNS 155.
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? This course is required or listed as “one of” for the entrance or program requirements in many UFV programs, including Agriculture, Associate Arts, BA, Liberal Arts, Communications, Criminology, ECE, CYC, Engineering, Fine Arts, GDD, Global Development Studies, BGS, Kinesiology, Science, Social Work, Theatre, and Visual Arts.
5. Which program areas have been consulted about the change(s)? All of the above areas have been consulted directly about the change from CMNS 155 to CMNS 125, and a bulk calendar change is currently working through committee approvals starting with Faculty Councils.
6. What consideration has been given to indigenizing the curriculum? n/a because this is a discontinuation
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: n/a

To: UEC
From: Samantha Pattridge, Lynn Kirkland Harvey
Date: January 10, 2017

RE: PROGRAM CHANGES ASSOCIATED WITH REVISIONS TO CMNS 125 AND DISCONTINUATION OF CMNS 155

Communications is requesting approval for revisions to CMNS 125, discontinuation of CMNS 155, and accompanying program changes. These changes are the result of two years of consultation and curriculum work to streamline our curriculum, to reduce overlap in UFV's offerings, and to better serve the needs of our students and program areas.

Summary of the Changes
The primary goal was to fold CMNS 155 (Introduction to Workplace and Academic Communications) and CMNS 125 (Introduction to Workplace Communications) into one course.

To accomplish this goal, we have revised CMNS 125 as "Communicating Professionally to Academic and Workplace Audiences". We decided to revise CMNS 125 and discontinue CMNS 155 (rather than the opposite) because CMNS 125 has more articulation agreements and is more widely used across BC. This course revision has been approved at CACC.

Other changes need to accompany this course revision to ensure a smooth transition:

- Discontinuation of CMNS 155. Since the revised CMNS 125 is an amalgamation of our former CMNS 125 and CMNS 155, CMNS 155 will no longer be offered.
- Program changes. CMNS 155 is currently mentioned in a large number of programs since it is often used to meet a writing requirement and/or program entrance requirements. Rather than requiring each program area to submit a program change to UEC, we are submitting email confirmation from all affected program areas that they support these changes.

Proposed Calendar Changes
Along with the course revisions to CMNS 125 and the discontinuation of CMNS 155, various program changes must be implemented for Fall 2017.

Here are examples of what the program calendar changes will look like:

- Where CMNS 155 is required for a program or listed as an option with ENGL 105, CMNS 125 will be listed in its place.

  Example from BGS Program requirements: "Effective Communications requirement: ENGL 105 or ~~CMNS 155~~ CMNS 125"

- Where CMNS 155 is listed as an option with CMNS 125, CMNS 155 will be removed from the options.

  Example from BA Criminology program requirements: "CMNS 125~~, CMNS 155~~, or ENGL 105."

- Where prerequisites for CMNS 155 are used as program entrance requirements, prerequisites for CMNS 125 will be listed instead.

  Example from Social Services diploma: "Prerequisites for ~~CMNS 155~~ CMNS 125 or ENGL 105 (also referenced in How to apply section)"

References to CMNS 155 in the English Language Proficiency requirements will also be replaced with references to CMNS 125.

Following is a list of all the calendar changes required by program, with entrance and program requirements identified separately:

Bachelor of Agriculture, Horticulture major
- Entrance requirements: Prerequisites for CMNS 125 or CMNS 155
- Program: CMNS 125 or CMNS 155

Associate of Arts
- Entrance requirements for Option 1, out-of-country: Prerequisites for ENGL 105 or CMNS 155

Associate of Arts – general option
- Program: One of ENGL 105–170 or CMNS 125, 155, 251

Associate of Arts – International and Development Studies option
- Program: One of ENGL 105–170 or CMNS 125, 155, 251

Associate of Arts – Media and Communication Studies option
- Program: One of ENGL 105–170 or CMNS 125, 155, 251

Associate of Arts – Theatre option
- Program: ENGL 105 and one of ENGL 108–170 (ENGL 130 recommended) or CMNS 125, 155, 251

Bachelor of Arts
- Entrance requirements for Option 1, out-of-country: Prerequisites for ENGL 105 or CMNS 155
- Entrance requirements for Option 2: Prerequisites for ENGL 105 or CMNS 155
- Program: Writing foundation: CMNS 155, ENGL 105, or A in English 12

Liberal Arts diploma
- 33 credits in Arts chosen from "Anthropology, art history, communications (CMNS 155 and above),…"

- Writing requirement: ENGL 210 or CMNS 155

Communications minor
- Program: One of CMNS 125, CMNS 155, CMNS 165, or CMNS 175

Professional Communication Essentials certificate
- Program: One of CMNS 125, CMNS 155, or CMNS 175 (also mentioned in Course listings section of calendar copy)

Bachelor of Arts (Criminal Justice)
- Entrance requirements for Option 1: Prerequisite to or completion of CMNS 125, CMNS 155, or ENGL 105
- Entrance requirements for Option 2: Prerequisite to or completion of CMNS 125, CMNS 155, or ENGL 105
- Also included in basis for admission decision section, but this would change when entrance requirements change
- Practicum regulations, prerequisite for placement in CRIM 281: One of CMNS 125, 155, or ENGL 105 or higher
- Program: CMNS 125, CMNS 155, or ENGL 105

Criminal Justice diploma
- Entrance requirements for Option 1: Prerequisite to or completion of CMNS 125, CMNS 155, or ENGL 105
- Entrance requirements for Option 2: Prerequisite to or completion of CMNS 125, CMNS 155, or ENGL 105
- Practicum regulations, prerequisite for placement in CRIM 281: One of CMNS 125, 155, or ENGL 105 or higher
- Program: CMNS 125, CMNS 155, or ENGL 105

Early Childhood Education certificate
- Program: One of ENGL 105, CMNS 125, or CMNS 155

Bachelor of Arts in Child and Youth Care
- Included in note, so could probably just be changed: “ENGL 105 and CMNS 155 or 251 are strongly recommended.”

Bachelor of Arts in Child and Youth Care – Child Protection specialization
- Program: CMNS 155 required (Note: “CMNS courses can be replaced with first-year and second-year university-level English.”)

Engineering Physics diploma in Mechatronics
- Program: One of CMNS 155, CMNS 235 or higher, or ENGL 105

Bachelor of Fine Arts

- Program: Six credits from ENGL 105 and any other 100-level English course, or CMNS 155, or ARTS 100

Graphic and Digital Design diploma
- Entrance requirements: Prerequisites for CMNS 155 or ENGL 105
- Program: CMNS 155 or ENGL 105

Bachelor of Arts in Global Development Studies
- Program: CMNS 155 or ENGL 105

Bachelor of General Studies
- Entrance requirements for Option 1, out-of-country: Prerequisites for ENGL 105 or CMNS 155
- Entrance requirements for Option 2: "…three credits of English composition or other writing courses, equivalent to ENGL 105, CMNS 125, or CMNS 155."
- Program: Effective Communications requirement: ENGL 105 or CMNS 155

Bachelor of Kinesiology
- Entrance requirements for Option 1: Prerequisites for ENGL 105, CMNS 125, or CMNS 155
- Entrance requirements for Option 2: : Prerequisite to or completion of ENGL 105, CMNS 125, or CMNS 155 (minimum C-)

Bachelor of Science
- General BSc requirements: "Any two courses from the following: university-level ENGL, CMNS 155, or any CMNS course numbered 235 or above; or ARTS 100."

Bachelor of Social Work
- Entrance requirements: "three credits in English composition: CMNS 155 or ENGL 105"

Community Support Worker certificate
- Entrance requirements: Prerequisites for CMNS 155 or ENGL 105 (also referenced in How to apply section)
- Program: CMNS 155 required

Health and Human Services certificate
- Program: ENGL 105 or CMNS 155

Social Services diploma
- Entrance requirements: Prerequisites for CMNS 155 or ENGL 105 (also referenced in How to apply section)
- Program: ENGL 155 or ENGL 105

- Program: Completion of courses required prior to practicum: SOWK 110; HSER 120, HSER 129, and CMNS 155 or ENGL 105

Social Services diploma – First Nations option

- Entrance requirements: Prerequisites for CMNS 155 or ENGL 105 (also referenced in How to apply section)
- Program: ENGL 155 or ENGL 105

Theatre diploma

- Program: ENGL 105 or CMNS 155

Visual Arts diploma

- Program: Electives can include any ENGL 100-level or higher, or CMNS 155

Memo for New Course

To: **CACC, UEC**

From: **Hilary Turner, Head, Department of English**

Date: **December 15, 2016**

Subject: **Proposal for new course: English 298 - Special Topics in Creative Writing**

1. Rationale for new course: **We have no 200-level CRWR courses that allow the instructor to specialize in the genre with which he or she is most familiar. The department would like the opportunity to assign this course to UFV's Writer in Residence, an individual who typically has made a career in a particular genre. The Writer in Residence could then tailor the content of ENGL 298 to his or her area of expertise.**
2. How this new course fits into program(s):

   English 298 would join the rotation of other CRWR courses at the 200-level (ENGL 208, ENGL 211, ENGL 212, ENGL 213, ENGL 215). In years when the special topic selected for ENGL 298 is some form of poetry, ENGL 212 would not be offered—and likewise for the other genres and their corresponding courses.

   ENGL 298 will differ from ENGL 104 in that it will not attempt to teach multiple genres, but will specialize in one genre.
3. Explain how the course learning outcomes align with the learning outcomes of the program(s):

   Through its intensive study of a particular genre, ENGL 298 will help students to "gain broad knowledge of the history of literary forms in English, including major genres, periods, movements, and authors." Through its workshop format, the course will give students practice in "lead[ing] class discussions, collaborat[ing] with peers, and participat[ing] in class formally and informally." With carefully chosen course materials, it will also teach students to "appreciate cultural differences as represented in a range of indigenous, national, and transnational literatures."
4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? **No, but may be included in BFA options.**
5. Which program areas have been consulted about the course? **Paula Funk/BFA has been consulted. See attached email.**
6. If a new discipline designation is required, explain why: **N/A**
7. What consideration has been given to indigenizing the curriculum? **Course texts will include writing by Indigenous authors.**
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: **As per other 200-level Creative Writing courses.**
   - **b.** Class size limit: **As per other 200-level Creative Writing courses.**

c. Frequency of offering: **ENGL 298 will be offered effectively in place of one other 200-level CRWR course on a yearly rotation.**

d. Resources required (labs, equipment): **N/A**

10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? **Field trips are not required**.

11. Estimate of the typical costs for this course, including textbooks and other materials: **$100**

CWC comments and responses:

- Can additional rationale be provided regarding the need for this course? Would a general English special topics course be more useful, rather than specifically a creative writing special topics course?

  As for the rationale, and the wisdom of making this a general special topics course for English, I would say that would not be useful. We have a number of "special topics" courses already—English 270 in particular—that can be used for literature outside the canonical works covered by our survey courses. English 298 fills a particular need which no other CRWR course can fill. That is, it teaches students how to write in a very specific literary genre—not "the novel" but "the murder mystery" or "the graphic novel," for example.

- Should ENGL 104 be included in the prerequisites? Is there a specific reason to exclude it?

  Regarding prerequisites: as it is, English 298 is exactly in line with all 200-level CRWR courses, which require "Any two 100-level English courses numbered ENGL 105 or higher." I don't believe ENGL 104 functions as a prerequisite for anything we offer.

ORIGINAL COURSE IMPLEMENTATION DATE: September 2017
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: ENGL 298	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Special Topics in Creative Writing **Course Short Title (if title exceeds 30 characters):** Sp. Topics in Creative Writing	
Faculty: Faculty of Humanities	**Department (or program if no department):** ENGL

Calendar Description:

This course looks at a specific literary genre of the instructor's choice. It is a writing intensive workshop-style course. Students will study works by established writers as models for their own writing.

Prerequisites (or NONE):	ENGL 105 and any other 100-level ENGL course numbered 108 or higher.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☐ Yes ☒ No
Transfer credit requested (OReg to submit to BCCAT):
☒ Yes ☐ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☐ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 45
Typical structure of instructional hours:

Lecture hours	30
Seminars/tutorials/workshops	15
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**45**

Special Topics
Will the course be offered with different topics?
☒ Yes ☐ No
If yes, different lettered courses may be taken for credit:
☐ No ☒ Yes, 2 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 year

Department / Program Head or Director: Hilary Turner	**Date approved:**	January 2017
Faculty Council approval	**Date approved:**	January 13, 2017
Campus-Wide Consultation (CWC)	**Date of posting:**	March 10, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:**	January 13, 2017
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

1. Define and use key genre-based terms and concepts.
2. Analyze texts and write about them using appropriate analytical and genre-specific tools and concepts.
3. Demonstrate competence in drafting and completing a major creative project.
4. Employ a wide range of manuscript revision strategies and techniques.
5. Maintain a balance in workshop environment between supportive response to and constructive critique of peer work.
6. Respond to suggestions from others, and incorporate these suggestions into subsequent drafts of a project.

Prior Learning Assessment and Recognition (PLAR)

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

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

Lecture, seminar, workshop, exercises, writing 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
Literary Mystery				
1. Ng, C.	Everything I Never Told you	☐	Blackfriars	2014
2. Tartt, D.	The Secret History	☐	Vintage	2004
3. Blackwood, S.	See How Small	☐	Little, Brown	2015
Themed Poetry				
1. Smart, C.	Hooked	☐	Brick	2009
2. Nickerson, B.	Impact: The Titanic Poems	☐	Arsenal Pulp Press	2012
3. Bolster, S.	White Stone: The Alice Poems	☐	Signal	1998

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	10%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Portfolio:	70%	Participation/Workshop:	20%	Other:	%	Total:	100%

Details (if necessary):

Portfolio of 3-5 short stories: 50%
Revision of one story: 20%
Participation/Workshopping 20%
Critical review: 10%

Typical Course Content and Topics

Literary Mystery

Week 1-3: Genre conventions: defining contemporary literary mystery
Week 4-5: Clues, red herrings & breadcrumbs
Week 5-6: Dramatic tension
Week 7-8: Development of the "monster"
Week 9-11: Plotting: pace & persuasion
Week 12-13: Revision

Themed Poetry

Week 1-2: Inspiration: generating ideas & focusing theme
Week 2-3: Controlling theme: research and selection
Week 3-4: Narrative & occasion: how the poem unfolds
Week 4-6: Shape: form & free verse
Week 6-8: Rhyme, rhythm & metre.
Week 8-10: Imagery & language: shaping the theme
Week 10-13: Revision

Memo for Proposed ESL Course Pre-Rerquisite Changes

To: FACE Curriculum Committee, Sue Brigden

From: Maria Bos-Chan

Date:

Subject: Proposal for revision of ESL courses

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: These pre-requisite changes are additions to existing pre-requisites. If approved, students who formerly were not able to register or who needed waivers to register because they did not meet the existing pre-requisites will now be able to do so by meeting any of the proposed additional pre-requisites. The assessments and tests, particularly IELTS, are ones that are commonly used by International students for university entry, so adding these to the pre-requisite choices will make registration more efficient for both new International students coming from abroad and those returning. However, the additional choices also include assessment and tests such as the CLBPT which is the assessment tool used for domestic students in the LINC settlement English programs. Students who graduate from LINC or who are unable to continue with LINC would be able to directly enter our courses with CLB assessments whereas currently they require a waiver or re-assessment with our Dept. assessment tool.

   The standards listed for the 80 level courses are tests and scores already listed in the new Entry Level English Admissions category, which includes our ESL WG84 course.

   Most of the score, level, and benchmark cut offs are ones that we actually have been using for a number of years to issue waivers, so they are “tried and true”. With the exception of the CLBPT, which can only be administered to Canadian citizens, permanent resident, and refugees, all tests

and assessment cut offs were derived from numerous consultations with International Education Advisors and research into admission standards at other BC post secondary institutions.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): NA
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NA
5. Which program areas have been consulted about the change(s)? International Education
6. What consideration has been given to indigenizing the curriculum? NA these are pre-requisite additions only.
7. If this course is not eligible for PLAR, explain why: NA
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? NA
10. Estimate of the typical costs for this course, including textbooks and other materials: NA

ESL Core and Elective Courses
Proposed Pre-requisite Additions

Course	Current Pre-Requisites	Proposed Additions
WG54	ESL WG44, or placement by ESL assessment	1. IELTS (Academic) –score of 4.5 with no band below 4.0 2. TOEFL iBT score of 42 or higher with no section below 12 3. EIKEN-Grade 2 4. CLBPT- Overall 6 with no skill less than 5 5. Submission of other test scores will be considered
RV58	ESL R40 and V43; or RV48; or placement by ESL assessment	
S56	ESL S46 or placement by ESL assessment	
WG64	WG54 or placement by ESL assessment	1. IELTS (academic)-score of 5.0 with no band below 4.5 2. TOEFL iBT-score of 52 or higher with no section below 14 3. EIKEN Grade 2A 4. CLBPT Overall 7 with no skill less than 6 5. Submission of other test scores will be considered
RV68	ESL RV58, or both ESL R50 and V53, or placement by ESL assessment	
S66	ESL S56 and or placement by ESL assessment	
WG74	WG64 or placement by ESL assessment.	1. IELTS (Academic) –score of 5.5 or higher with a minimum band score of 5.0 2. TOEFL iBT-score of 71 or higher with no section below 16 3. EIKEN- Grade 2A with CSE Total Score 2400 or with Stage 1 total score result 65 4. PTE-score of 46 with 44 in writing 5. LPI-essay score of 18 (level 3) 6. CLBPT 7 overall with no skill less than 7 7. Submission of other test scores will be considered
R70	ESL RV68, or both R60 and V63, or placement by ESL assessment	
S76	ESL S66 or placement by ESL assessment	
V73	ESL RV68, or placement by ESL assessment	
Bu75	ESL WG54, RV58, and S56, or ESL assessment of 60 level or above in all skill areas	
WG84	WG74 or placement by ESL assessment	**Evidence of any test score or course grade listed under the UFV Entry Level post-secondary English language proficiency standards.** 1. Accuplacer WritePlacer 6 or better on the 8-point scale. 2. TOEFL (Test of English as a Foreign Language) – IBT score of 80 with no section below 19, or paper-based score of 550 with TWE score of 4.0 or higher.

		3. IELTS (International English Language Testing System) Academic format – score of at least 6.0, with no band score less than 5.5. 4. UFV CPT (Composition Placement Test) – score of 41 or higher. 5. MELAB (Michigan English Language Assessment Battery) – score of at least 80. 6. CAEL (Canadian Academic English Language) – score of at least 60. 7. CanTEST – overall score of 4.0 in Listening, Reading, and Writing. 8. Cambridge Certificate of Advanced English: (CAE) – grade C or higher. 9. Cambridge First Certificate in English (FCE) – grade A. 10. LPI (Language Proficiency Index) – essay score of 24 (level 4). 11. UFV English as a Second Language Assessment results equivalent to completion of the 70-level of UFV's ESL writing and grammar. 12. Pearson Test of English (PTE) academic – score of 56 with a minimum score of 52 in Writing. 13. EIKEN (Test in Practical English Proficiency) – grade Pre-1. 14. Canadian Language Benchmark placement test (CLBPT) – 8 overall, with no skill less than 7. 15. English 12 (or equivalent course). The following courses are considered equivalent to English 12: English Literature 12, English 12 First Peoples, International Baccalaureate English A (standard level or higher level), Advanced Placement English. 16. A passing grade in a course taken at or transferrable to UFV as first-year English or Communications. 17. ENGL 099 *[with less than a C]* 18. ENGL 081 or ENGL 091. *[with less than a C+]* 19. ESL WG74 with a C+ or better or ESL WG84 *[with less than a C+]*

Memo for Course Changes

To: UEC

From: Maria Bos-Chan

Date: Nov. 3, 2016

Subject: Proposal for revision of ESL courses

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:
   a. **To bring ESL courses in line with UFV's numbering system for developmental courses**
      i. Developmental courses commonly begin with a zero
   b. **To better reflect course content, focus, and sequencing.**
      i. The EAP designation is one that is common within the discipline of English language studies at a post-secondary level for courses that specifically prepare multi-lingual students with developing English language skills to study in an English only post-secondary environment. EAP writing courses, for example, include tasks such as essay and report writing, source citation, outlining, and paraphrasing. We are proposing to rename all of commonly offered ESL core courses and elective courses as EAP courses since "academic preparation" is the focus of these courses. This will distinguish these courses from non-post-secondary preparation English language courses commonly called ESL, ELL, EAL etc. that are offered by other schools and programs outside of the university and will clarify for prospective students the purpose and intent of our courses. Those courses housed in department which do not have a specific academic focus, such our pronunciation courses will retain the ESL code.
      ii. The proposed course names are the result of consultation with International Education to develop names that clearly reflect the academic focus of these

courses and the fact that the courses at each level build from one another in a clearly identifiable sequence. This will assist marketing and recruitment of potential international students as well as domestic students. These name changes are not the result of content changes. Writing courses will still include structure and grammar outcomes, reading courses will still include vocabulary outcomes. The name changes clarify that structure and grammar components are taught to support the development of writing and that vocabulary and vocabulary learning strategies are taught to support the development of reading skills.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): **NA**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **NA**
5. Which program areas have been consulted about the change(s)?
    a. **UFV International**
    b. **Upgrading and University Preparation (UUP)**
6. What consideration has been given to indigenizing the curriculum? **NA**
7. If this course is not eligible for PLAR, explain why: **NA**
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: **NA**
    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? **NA**
10. Estimate of the typical costs for this course, including textbooks and other materials: **NA**

Memo to UEC: Appendix
ESL Course Changes Summary

A. Course Numbers

All ESL dept. course numbers to begin with "0".

Ex. ESL WG(Writing Grammar) 54 to become: 054

B. Course Designations and Names

The designations and names of the following core courses and common electives to be changed as follows:

*Note: ESL (English as a Second Language)
EAP (English for Academic Preparation)

Existing Course Designation + Name	Existing Course Number	New Course Designation + Name	New Course Number
ESL Writing and Grammar Intermediate II	WG54	EAP Writing for Academic Success: High Intermediate Level	054
ESL Writing and Grammar Advanced I	WG64	EAP Writing for Academic Success: Advanced Level	064
ESL Writing and Grammar Advanced II	WG74	EAP Writing for Academic Success: University Foundation Level	074
ESL Writing and Grammar Bridge	WG84	EAP Writing for Academic Success: University Bridge Level	084
ESL Reading and Vocabulary Intermediate II	RV58	EAP Reading for Academic Success: High Intermediate Level	058
ESL Reading and Vocabulary Advanced I	RV68	EAP Reading for Academic Success: Advanced Level	068
ESL Reading Advanced II	R70	EAP Reading for Academic Success: University Foundation Level	070
ESL Listening and Speaking Intermediate II	S56	EAP Academic Interactive Communications: High Intermediate Level	056
ESL Listening and Speaking Advanced I	S66	EAP Academic Interactive Communications: Advanced Level	066
ESL Listening and Speaking Advanced II	S76	EAP Academic Interactive Communications: University Foundation Level	076
ESL Vocabulary Advanced II	V73	Academic Vocabulary: University Foundation Level	073
Pre-University Business English for ESL	BU75	Foundations of English for Business	075

ORIGINAL COURSE IMPLEMENTATION DATE:
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: EAP 054	**Number of Credits:** 6 Course credit policy (105)
Course Full Title: Writing for Academic Success: High Intermediate Level **Course Short Title (if title exceeds 30 characters):** High Intermediate Writing	
Faculty: Faculty of Access and Continuing Education	**Department (or program if no department): ESL**

Calendar Description:

Simple sentence structure and variation and an introduction to complex and compound sentences. Basic paragraph structure and organization for some common paragraph development styles. Includes intermediate level reading, vocabulary, and speaking/listening skills related to writing proficiency.

Note: Students with credit for ESL WG54 cannot take this course for further credit.

Prerequisites (or NONE):	One of the following: ESL WG44, or placement by ESL assessment, or (one of the following test scores: IELTS [Academic] score of 4.5 with no band below 4.0; TOEFL iBT score of 42 or higher with no section below 12; EIKEN Grade 2; or CLBPT Overall 6 with no skill less than 5). Submission of other test scores will be considered.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number: ESL WG54
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**.

Total Hours: 90
Typical structure of instructional hours:

Lecture hours	42
Seminars/tutorials/workshops	34
Laboratory hours	14
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**90**

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. 3 times yearly

Maximum enrolment (for information only): 20

Expected frequency of course offerings (every semester, annually, every other year, etc.): every semester3 times a year

Department / Program Head or Director: Maria Bos-Chan	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	December 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	March 10, 2017
Dean/Associate VP: Sue Brigden	**Date approved:**	January 2017
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Apply the English grammar and structure patterns taught during the course to write and edit a variety of sentence types.
- Use pre-writing and basic outlining strategies to plan paragraph content
- Compose a variety of paragraphs with a minimum of 8-10 sentences

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 individually, with partners, in small groups, and as a whole class. As appropriate, there will be discussion, mini-lectures, and oral and written activities to promote both accuracy and fluency. Students will be expected to do independent lab work to consolidate and extend the skills taught in class.

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.	Peterson & Hagen	Better Writing Through Editing	☒	McGraw-Hill	
2.	McClelland & Marcotte	Writing Matters!	☒	McGraw-Hill	
3.			☐		
4.			☐		
5.			☐		

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

Typical Evaluation Methods and Weighting

Final exam:	30%	Assignments:	30%	Midterm exam:	20%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	20%	Other:	%	Total:	100%

Details (if necessary):

Classroom and homework activities

Typical Course Content and Topics

Writing

- Basic paragraph structure using 3 of the following patterns:
  - descriptive
  - process
  - comparison/contrast
  - narrative
  - expository
- Process writing
- Editing strategies
- Informal outlining

Grammar and Structure

- Simple sentences
- Compound sentences
- Complex sentences using adverb and adjective clauses
- Verb forms and use
- Modals
- Gerunds and Infinitives
- Comparative and Superlative forms of adjectives and adverbs

ORIGINAL COURSE IMPLEMENTATION DATE:
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: EAP 056	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Academic Interactive Communications: High Intermediate Level **Course Short Title (if title exceeds 30 characters):** High Int Interac Communication	
Faculty: Faculty of Access and Continuing Education	**Department (or program if no department):** ESL

Calendar Description:

Oral grammar, pronunciation, and functional phrasing to enable English language learners to interact successfully with English speakers in common, non-specialized situations within an academic setting.

Note: Students with credit for ESL S56 cannot take this course for further credit.

Prerequisites (or NONE):	One of the following: ESL S46, or placement by ESL assessment, or (one of the following test scores: IELTS [Academic] score of 4.5 with no band below 4.0; TOEFL iBT score of 42 or higher with no section below 12; EIKEN Grade 2; or CLBPT Overall 6 with no skill less than 5). Submission of other test scores will be considered.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number: ESL S56
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**.

Total Hours: 45
Typical structure of instructional hours:

Lecture hours	20
Seminars/tutorials/workshops	15
Laboratory hours	10
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**45**

Special Topics
Will the course be offered with different topics?
☐ Yes ☒ No
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 20

Expected frequency of course offerings (every semester, annually, every other year, etc.): 3 times a year

Department / Program Head or Director: Maria Bos-Chan	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	December 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	March 10, 2017
Dean/Associate VP: Sue Brigden	**Date approved:**	January 2017
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Participate in a variety of common social interactions.
- Give and comprehend instructions and directions related to moderately complex familiar technical and nontechnical tasks.
- Interact successfully in various situations involving persuasion and necessary action
- Participate in group discussions and meetings on familiar topics and issues
- Give and understand short but detailed narratives, reports, and incident descriptions
- Increasingly use common reductions and contractions to develop English stress, rhythm, and intonation speech patterns.

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 can expect to learn through interactive communicative activities in pairs, small groups, and/or as a whole class.
Students will listen to a variety of audio/video materials in the classroom and/or in a computer lab.
Students will be expected to do independent lab work to consolidate and extend the skills taught in class.

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.	Richards, J.C.	Interchange Book 2	☒		
2.			☐		
3.			☐		
4.			☐		
5.			☐		

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

Headphones with microphone, volume control, and USB plug for lab work.

Typical Evaluation Methods and Weighting

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

Details (if necessary):

Participation, class assignments, lab assignment, presentation, quizzes, and homework assignments

Typical Course Content and Topics

- Conversation management skills
- Presentation competencies for short presentations
- Phone competencies
- Interpersonal competencies in a variety of social contexts
- Giving and understanding short but detailed instructions
- Persuading and responding to persuasion in social and non-social contexts
- Asking for and responding to requests for assistance in social and non- social contexts
- Giving and understanding narratives and reports in social and non-social contexts
- Understanding and developing English speech patterns
- Understanding and using non-verbal cues
- Expressing hopes and wishes v.s. needs and wants
- Making and responding to suggestions and advice
- Expressing and responding to opinions

ORIGINAL COURSE IMPLEMENTATION DATE:
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: EAP 058	**Number of Credits:** 6 Course credit policy (105)
Course Full Title: Reading for Academic Success: High Intermediate Level **Course Short Title (if title exceeds 30 characters):** High Intermediate Reading	
Faculty: Faculty of Access and Continuing Education	**Department (or program if no department):** ESL

Calendar Description:

This course will focus on developing recognition of the organization of texts through use of simple texts and graphics (both authentic and simplified). Students will continue to build their knowledge of high-frequency general vocabulary.

Note: Students with credit for ESL RV58 cannot take this course for further credit.

Prerequisites (or NONE):	One of the following: ESL RV48, or placement by ESL assessment, or (one of the following test scores: IELTS [Academic] score of 4.5 with no band below 4.0; TOEFL iBT score of 42 or higher with no section below 12; EIKEN Grade 2; or CLBPT Overall 6 with no skill less than 5). Submission of other test scores will be considered.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number: ESL RV58
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**.

Total Hours: 90
Typical structure of instructional hours:

Lecture hours	42
Seminars/tutorials/workshops	34
Laboratory hours	14
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**90**

Special Topics
Will the course be offered with different topics?
☐ Yes ☒ No
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 20

Expected frequency of course offerings (every semester, annually, every other year, etc.): 3 times a year

Department / Program Head or Director: Maria Bos-Chan	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	December 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	March 10, 2017
Dean/Associate VP: Sue Brigden	**Date approved:**	January 2017
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Use the reading skills of previewing, predicting, skimming, scanning, summarizing, making inferences, identifying patterns of organization, and identifying the main idea and supporting points to improve reading comprehension and increase reading speed.
- Use context in the interpretation of various meanings of words.
- Use all the functions of a unilingual English dictionary.
- Recognize meaning of 250-300 words (including word forms) and produce sentences using these words
- Use vocabulary skills independently interpret new words and expressions.
- Recognize the idioms presented in class.

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)

Class time will be spent learning, practicing, and taking tests for skills and content presented in class. Students will work individually, with partners, in small groups, and/or as a whole class.

Students will be expected to do independent lab work to consolidate and extend the skills taught in class.

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.	Anderson, N.J.,	Active Skills for Reading: Book 2	☒		
2.	Milkulecky, B.S. & Jeffreis, L.	Reading Power 2	☒	Addison-Wesley Pub	
3.	Kent Simith R.,	Groundwork for a Better Vocabulary	☒	Townsend Press	
4.	Avis, W.,	Gage Canadian Dictionary	☒	Gage Educational Pub	
5.			☐		

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

Typical Evaluation Methods and Weighting

Final exam:	30%	Assignments:	50%	Midterm exam:	20%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

- Recognition and use of 250-300 commonly used words
- Understanding new words through context
- Recognition of main ideas
- Identification of supporting details
- Understanding organizational patterns
- Evaluating arguments
- Making inferences
- Using decoding skills for common but unfamiliar vocabulary
- Recognizing common English language spelling patterns
- Using dictionary information

ORIGINAL COURSE IMPLEMENTATION DATE:
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: EAP 064	**Number of Credits:** 6 Course credit policy (105)
Course Full Title: Writing for Success: Advanced Level **Course Short Title (if title exceeds 30 characters):** Advanced Writing	
Faculty: Faculty of Access and Continuing Education	**Department (or program if no department):** ESL

Calendar Description:

Incorporating paragraph structure and organization into a wider variety of paragraph development styles common to academic writing. An introduction to multi-paragraph (essay) writing. Writing clearly and effectively using a variety of sentence types.

Note: Students with credit for ESL WG64 cannot take this course for further credit.

Prerequisites (or NONE):	One of the following: EAP 054 (formerly ESL WG 054), or placement by ESL assessment, or (one of the following test scores: IELTS [Academic] score of 5.0 with no band below 4.5; TOEFL iBT score of 52 or higher with no section below 14; EIKEN Grade 2A; or CLBPT Overall 7 with no skill less than 6). Submission of other test scores will be considered.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number: **ESL WG84**
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**.

Total Hours: 90
Typical structure of instructional hours:

Lecture hours	42
Seminars/tutorials/workshops	34
Laboratory hours	14
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**90**

Special Topics
Will the course be offered with different topics?
☐ Yes ☒ No
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 20

Expected frequency of course offerings (every semester, annually, every other year, etc.): 3 times a year

Department / Program Head or Director: Maria Bos-Chan	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	December 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	March 10, 2017
Dean/Associate VP: Sue Brigden	**Date approved:**	January 2017
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Compose a variety of sentence types that are clearly styled have logical relationships, and ~~that~~ show a good command of English grammar, structure, and punctuation patterns
- Use a variety of pre-writing and formal outlining techniques to plan paragraphs and basic multi-paragraph compositions
- Compose 10-12 sentence paragraphs in a variety of development styles including argument/persuasive writing
- Begin using tone and formal styling conventions typical in academic writing
- Expand the content and organization patterns of a paragraph composition into a basic five paragraph composition

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)

A process-approach to writing which includes pre-writing activities, writing several drafts, peer editing, revising, and publishing.
Class lectures and individual instruction by instructor including regular student/teacher conferences
Computer lab work to consolidate class work
Group discussions. critique, and editing
Audio and video recordings

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.	Kirszner, L. & Mandell, S.	Writing First (Practice in Context)	☒	Bedford/St. Martin's	
2.			☐		

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

Typical Evaluation Methods and Weighting

Final exam:	30%	Assignments:	30%	Midterm exam:	15%	Practicum:	%
Quizzes/tests:		Lab work:	%	Field experience:	%	Shop work:	%
Other:	25%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Class & Homework/Quizzes/Lab work

Typical Course Content and Topics

Writing

- Basic paragraph structure
- Process writing
- Editing strategies
- Outlining (formal and informal)
- Process/Instruction paragraph development
- Exemplification paragraph development
- Narrative paragraph development
- Cause/effect paragraph development
- Comparison/Contrast paragraph development
- Classification paragraph development
- Argument/persuasion logic patterns
- Argument/persuasion paragraph development
- Multi-paragraph (basic five paragraph essay) structure

Grammar and Structure

- Verb form and use
- Phrase structure and use
- Clause structure and use
- Punctuation Patterns
- Sentence variety and style
- Basic conventions of formal, academic writing
- Conditional forms and use
- Passive forms and use
- Writing mechanics

ORIGINAL COURSE IMPLEMENTATION DATE:
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: EAP 066	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Academic Interactive Communications: Advanced Level **Course Short Title (if title exceeds 30 characters):** Adv Interactive Communication	
Faculty: Faculty of Access and Continuing Education	**Department (or program if no department):** ESL

Calendar Description:

Interaction functions in both social and non-social situations within academic settings. A focus on accuracy in speech and listening for details. An introduction to conversation management skills. Pronunciation strategies based on learner needs.

Note: Students with credit for ESL S66 cannot take this course for further credit.

Prerequisites (or NONE):	One of the following: EAP 056 (formerly ESL S56), or placement by ESL assessment, or (one of the following test scores: IELTS [Academic] score of 5.0 with no band below 4.5; TOEFL iBT score of 52 or higher with no section below 14; EIKEN Grade 2A; or CLBPT Overall 7 with no skill less than 6). Submission of other test scores will be considered.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number: ESL S66
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**.

Total Hours: 45
Typical structure of instructional hours:

Lecture hours	20
Seminars/tutorials/workshops	15
Laboratory hours	10
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**45**

Special Topics
Will the course be offered with different topics?
☐ Yes ☒ No
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 20

Expected frequency of course offerings (every semester, annually, every other year, etc.): 3 times a year

Department / Program Head or Director: Maria Bos-Chan	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	December 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	March 10, 2017
Dean/Associate VP: Sue Brigden	**Date approved:**	January 2017
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Take notes that recognize and distinguish the main and supporting points of a simulated undergraduate level lecture
- Communicate successfully with another English speaker in a variety of complex and sustained social and nonsocial situations that require a variety of speaking and listening functions
- Produce clearly pronounced sentences in English that are largely free of grammatical errors

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, paired work, group discussions, recordings (audio and visual), presentations

Students will be expected to do independent lab work to consolidate and extend the skills taught in class.

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.	Hanreddy & Whalley	Mosiac 1 Listening and Speaking	☒	McGraw-Hill Publishing	
2.			☐		
3.			☐		
4.			☐		
5.			☐		

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

USB headset with microphone and volume control for lab work

Typical Evaluation Methods and Weighting

Final exam:	30%	Assignments:	%	Midterm exam:	20%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	50%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Classroom/homework/lab assignments

Typical Course Content and Topics

Week 1 Introductions/reductions
Week 2 Offering and requesting clarification / creating an outline
Week 3 Making predictions / understanding generally (gist) / asking for confirmation
Week 4 Making generalizations / using conditional form / understanding supporting details in lectures
Week 5 Using 'like' to express preferences and similarity of quality and appearance / expressing opinions
Week 6 Stress and rhythm patterns in English / passive form use
Week 7 Listening for advantages and disadvantages / expressing agreement and disagreement
Week 8 Review
Week 9 Acceptable English contractions / using 'would' / alternate note-taking techniques
Week 10 Language analysis and explanation / expressing likes and dislikes
Week 11 Sentence intonation patterns / understanding digressions / use and formation of tag questions
Week 12 Stress and rhythm patterns / paraphrasing / expressing wishes and hopes
Week 13 Explaining reasons / acknowledging another's viewpoint / debating
Week 14 Telling jokes / giving directions / offering suggestions
Week 15 Review

ORIGINAL COURSE IMPLEMENTATION DATE:
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: ESL 068	**Number of Credits:** 6 Course credit policy (105)
Course Full Title: Reading for Academic Success: Advanced Level **Course Short Title (if title exceeds 30 characters):** Advanced Reading	
Faculty: Faculty of Access and Continuing Education	**Department (or program if no department):** ESL

Calendar Description:

Reading and vocabulary comprehension strategies at an advanced learning level for academic, personal, or career purposes. Focus on the development of critical reading skills and comprehension of short fictional and non-fictional material. An introduction to literary analysis.

Note: Students with credit for ESL RV68 cannot take this course for further credit.

Prerequisites (or NONE):	One of the following: EAP 058 (formerly ESL RV58), or (ESL R50 and ESL V53), or placement by ESL assessment, or (one of the following test scores: IELTS [Academic] score of 5.0 with no band below 4.5; TOEFL iBT score of 52 or higher with no section below 14; EIKEN Grade 2A; or CLBPT Overall 7 with no skill less than 6). Submission of other test scores will be considered.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number: ESL RV68
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**.

Total Hours: 90
Typical structure of instructional hours:

Lecture hours	40
Seminars/tutorials/workshops	30
Laboratory hours	20
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**90**

Special Topics
Will the course be offered with different topics?
☐ Yes ☒ No
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 20

Expected frequency of course offerings (every semester, annually, every other year, etc.): 3 times a year

Department / Program Head or Director: Maria Bos-Chan	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	December 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	March 10, 2017
Dean/Associate VP: Sue Brigden	**Date approved:**	January 2017
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Read with good comprehension of surface level content through the application of a variety of reading skills such as vocabulary in context, recognizing main ideas, and distinguishing between main ideas and supporting points
- Identify argument logic and validity, facts and opinions, purpose and meaning, and inferences.
- Write outlines and notes that accurately reflect the contents of short reading passages
- Recognize meaning of 250 - 300 words (including word forms) and produce sentences using these words
- Recognize meaning of word parts taught in class
- Use different forms of the words taught in class

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)

In-class and homework reading and vocabulary assignments; whole class and small group discussion to determine comprehension; online and text-based reading activities.

Students will be expected to do independent lab work to consolidate and extend the skills taught in class.

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.	Langan, J.	Ten Steps to Building College Reading Skills	☒	Townsend Press	
2.	Nist & Mohr	Building Vocabulary Skills	☒	Townsend Press	
3.	Anderson, Heinle, & Heinle	Active Skills for Reading: Book 3	☒		
4.		NorthStar 3 Reading and Writing, 3rd ed.	☒		
5.		Novels or short stories (student and/or teacher selected)	☒		

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

Typical Evaluation Methods and Weighting

Final exam:	30%	Assignments:	%	Midterm exam:	20%	Practicum:	%
Quizzes/tests:	30%	Lab work:	10%	Field experience:	%	Shop work:	%
Other:	%	Home/class work:	10%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

- Strategies for recognition and use 250-300 new words
- Guessing new words through context
- Recognizing main idea and central point
- Identifying supporting details
- Understanding organizational patterns
- Distinguishing between fact and opinion
- Evaluating argument
- Making inferences
- Responding to reading in a variety of ways (both oral and written)
- Using decoding skills for unfamiliar vocabulary
- Recognizing common English language spelling patterns

ORIGINAL COURSE IMPLEMENTATION DATE:
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: EAP 070	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Reading for Academic Success: University Foundation Level **Course Short Title (if title exceeds 30 characters):** University Foundation Reading	
Faculty: Faculty of Access and Continuing Education	**Department (or program if no department):** ESL

Calendar Description:

Reading strategies for academic and career purposes for learners who may already be taking a post-secondary course or training program. A focus on further development of critical reading analysis, comprehension strategies, and reading speed, with texts of various lengths.

Note: Students with credit for ESL R70 cannot take this course for further credit.

Prerequisites (or NONE):	One of the following: EAP 068 (formerly ESL RV68), or (ESL R60 and ESL V63), or placement by ESL assessment, or (one of the following test scores: ELTS [Academic] score of 5.5 or higher with a minimum band score of 5.0; TOEFL iBT score of 71 or higher with no section below 16; EIKEN Grade 2A with CSE Total Score 2400 or with Stage 1 total score result 65; PTE score of 46 with 44 in writing; LPI essay score of 18 [level 3]; or CLBPT 7 overall with no skill less than 7). Submission of other test scores will be considered.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number: ESL R70
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**.

Total Hours: 45
Typical structure of instructional hours:

Lecture hours	20
Seminars/tutorials/workshops	15
Laboratory hours	10
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**45**

Special Topics
Will the course be offered with different topics?
☐ Yes ☒ No
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 20

Expected frequency of course offerings (every semester, annually, every other year, etc.): 3 times a year

Department / Program Head or Director: Maria Bos-Chan	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	December 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	March 10, 2017
Dean/Associate VP: Sue Brigden	**Date approved:**	January 2017
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Use reading skills--skimming, scanning, identifying main ideas, supporting details, transitions, and patterns of organization, and guessing word meaning through context—to comprehend meaning of more complex, multi paragraph reading selections of various lengths
- Select appropriate reading strategies for different reading purposes
- Critically analyze multi-paragraph reading selections by making inferences (in text, graphics, and other visual material), distinguishing between fact and opinion, recognizing author bias, distinguishing between a strong and weak argument, and understanding purpose and tone
- Write study notes–both guided and un-guided--from multi-paragraph reading selections that accurately reflect main ideas, supporting details, and patterns of 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)

A good deal of the reading assignments and activities for the course may be assigned as homework. Most class time will be used for addressing the specific reading skills, reviewing, and extending. Whole class, small group, partner, and/or individual activities will be used to help the students develop and improve their reading skills. Students will be expected to do independent lab work or online course components to extend and consolidate the skills taught in class.

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.	Langan, J	Ten Steps to Improving College Reading Skills	☒	Townsend Press	
2.	Anderson, N	Active Skills for Reading: Book 4	☒	Thomson/Heinle	
3.			☐		
4.			☐		
5.			☐		

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

Typical Evaluation Methods and Weighting

Final exam:	30%	Assignments:	%	Midterm exam:	20%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Classwork:	%	Other:	50%	Other:	%	Total:	100%

Details (if necessary):

Classwork/speed drills/homework/quizzes: 30%
Class novel work and quiz/independent reading: 20%

Typical Course Content and Topics

- Developing skimming and scanning skills for longer reading passages
- Reading for main ideas
- Reading for details
- Recognition of tone, purpose, and inference
- Recognition of fact vs. opinion
- Following an argument and characteristics of strong argument
- Recognizing degrees of bias
- Extensive reading of between 600-700 pages outside of the text that can include:
- Reading literature
- Reading non- literary works
- Reading parts of academic text
- Reading reports
- Comprehending graphic information
- Note-taking (both guided and un-guided)

ORIGINAL COURSE IMPLEMENTATION DATE:
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: EAP 073	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Academic Vocabulary: University Foundation Level **Course Short Title (if title exceeds 30 characters):** University Foundation Vocab	
Faculty: Faculty of Access and Continuing Education	**Department (or program if no department):** ESL

Calendar Description:

Higher level vocabulary and phrasal verbs (idioms) for students who already have a good knowledge of those that are commonly used. Decoding strategies will be further developed. Suitable for students who already may be taking a post-secondary academic or training course.

Note: Students with credit for ESL V73 cannot take this course for further credit.

Prerequisites (or NONE):	One of the following: EAP 068 (formerly ESL RV68), or placement by ESL assessment, or (one of the following test scores: ELTS [Academic] score of 5.5 or higher with a minimum band score of 5.0; TOEFL iBT score of 71 or higher with no section below 16; EIKEN Grade 2A with CSE Total Score 2400 or with Stage 1 total score result 65; PTE score of 46 with 44 in writing; LPI essay score of 18 [level 3]; or CLBPT 7 overall with no skill less than 7). Submission of other test scores will be considered.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number: ESL V73
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**.

Total Hours: 45
Typical structure of instructional hours:

Lecture hours	20
Seminars/tutorials/workshops	15
Laboratory hours	10
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**45**

Special Topics
Will the course be offered with different topics?
☐ Yes ☒ No
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 20

Expected frequency of course offerings (every semester, annually, every other year, etc.): 3 times a year

Department / Program Head or Director: Maria Bos-Chan	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	December 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	March 10, 2017
Dean/Associate VP: Sue Brigden	**Date approved:**	January 2017
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Use vocabulary skills taught during the course to use new words. These skills include: understanding through context; prefix, suffix, and root recognition; part of speech recognition; word journaling, understanding through collocation.
- Recognize, understand, pronounce, and begin to use correctly the new academic vocabulary words, word forms, and idioms presented.
- Use concordance to check common collocations and patterns of usage of words.
- Use words and their synonyms more accurately based on connotation and common usage patterns.

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 learn new words and idioms through the use of exercises from simple manipulation, to problem-solving, to more complex and open-ended activities.

Students will work individually, in pairs, and/or in small groups.

Students will be expected to do independent lab work to consolidate and extend the skills taught in class.

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.	Nist & Mohr	Improving Vocabulary Skills	☒	Townsend Press	
2.	Olsen, A.	Active Vocabulary: General and Academic Words (4th ed.)	☒	Pearson Education	
3.			☐		
4.			☐		
5.			☐		

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

Typical Evaluation Methods and Weighting

Final exam:	30%	Assignments:	%	Midterm exam:	20%	Practicum:	%
Quizzes/tests:	30%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	20%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Homework and classwork 20%

Typical Course Content and Topics

- Parts of speech
- Basic morphology of English
- English phrase patterns
- Word parts: prefixes, root words, and suffixes
- Using syllables to assist with comprehension and pronunciation
- Using English language pattern syllable stress, intonation, and rhythm patterns
- Advanced dictionary use
- Understanding vocabulary in advanced level contexts
- Register and tone
- Field specific vocabulary
- Connotation
- Collocation
- Memorization and usage strategies

ORIGINAL COURSE IMPLEMENTATION DATE:
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: EAP 074	**Number of Credits:** 6 Course credit policy (105)
Course Full Title: Writing for Academic Success: University Foundation Level **Course Short Title (if title exceeds 30 characters):** University Foundation Writing	
Faculty: Faculty of Access and Continuing Education	**Department (or program if no department):** ESL

Calendar Description:

Planning and writing short, academic essays that incorporate quotations and paraphrases using common citation styles. Revising and editing for clear and effective written communication.
Note: Students with credit for ESL WG74 cannot take this course for further credit.

Prerequisites (or NONE):	One of the following: EAP 064 (formerly ESL WG64), or placement by ESL assessment, or (one of the following test scores: ELTS [Academic] score of 5.5 or higher with a minimum band score of 5.0; TOEFL iBT score of 71 or higher with no section below 16; EIKEN Grade 2A with CSE Total Score 2400 or with Stage 1 total score result 65; PTE score of 46 with 44 in writing; LPI essay score of 18 [level 3]; or CLBPT 7 overall with no skill less than 7). Submission of other test scores will be considered.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number: ESL WG74
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**.

Total Hours: 90
Typical structure of instructional hours:

Lecture hours	42
Seminars/tutorials/workshops	34
Laboratory hours	14
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**90**

Special Topics
Will the course be offered with different topics?
☐ Yes ☒ No
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 20

Expected frequency of course offerings (every semester, annually, every other year, etc.): 3 times a year

Department / Program Head or Director: Maria Bos-Chan	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	December 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	March 10, 2017
Dean/Associate VP: Sue Brigden	**Date approved:**	January 2017
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Produce a variety of short academic essays showing logical development of a thesis
- Clearly express meaning using a variety of sentence types, appropriate tone and style conventions, and correct grammar and phrasing
- Organize and integrate information from secondary sources into an essay
- Use common citation conventions (APA, MLA, or other)

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)

Methods may vary by instructor, but could include:

- a process-approach to writing which includes pre-writing strategies, writing several drafts, self and peer editing and revising, and publishing
- small-group and individual instruction including individual and team conferences with instructor
- group discussion
- guided research assignment
- online and library research
- grammar exercises and quizzes

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.	Oshima, A. & Hogue, A.	Writing Academic English	☒	Pearson Longman	
2.			☐		
3.			☐		
4.			☐		
5.			☐		

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

Typical Evaluation Methods and Weighting

Final exam:	30%	Assignments:	%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	10%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	60%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

4 essays each worth 15%

Typical Course Content and Topics

- Creating and writing from an outline
- Writing clear and concise thesis statements
- Incorporation of paraphrases, quotations, and summaries into writing
- Citation expectations
- Revising and editing strategies
- Writing a reference page or bibliography
- Writing for specific audiences or readers
- Rhetorical devices and strategies

ORIGINAL COURSE IMPLEMENTATION DATE:
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: EAP 075	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Foundations of English for Business **Course Short Title (if title exceeds 30 characters):** Foundations Business English	
Faculty: Faculty of Access and Continuing Education	**Department (or program if no department):** ESL

Calendar Description:

For students intending to pursue a credential related to business or currently working in the field, including small or new businesses. Written and oral communication and interactive expectations common in business culture. Professional individual and group presentations.

Note: Students with credit for ESL BU75 cannot take this course for further credit.

Prerequisites (or NONE):	One of the following: (EAP 054 [formerly ESL WG54], EAP 056 [formerly ESL S56], and EAP 058 [formerly ESL RV58]), or placement by ESL assessment, or (one of the following test scores: ELTS [Academic] score of 5.5 or higher with a minimum band score of 5.0; TOEFL iBT score of 71 or higher with no section below 16; EIKEN Grade 2A with CSE Total Score 2400 or with Stage 1 total score result 65; PTE score of 46 with 44 in writing; LPI essay score of 18 [level 3]; or CLBPT 7 overall with no skill less than 7). Submission of other test scores will be considered.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number: ESL BU75
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**.

Total Hours: 45
Typical structure of instructional hours:

Lecture hours	10
Seminars/tutorials/workshops	25
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: Student direct learning	10
Total	**45**

Special Topics
Will the course be offered with different topics?
☐ Yes ☒ No
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 20

Expected frequency of course offerings (every semester, annually, every other year, etc.): 3 times a year

Department / Program Head or Director: Maria Bos-Chan	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	December 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	March 10, 2017
Dean/Associate VP: Sue Brigden	**Date approved:**	January 2017
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Use text-based communication templates and forms that are common in business including memos and reports
- Communicate professionally using e-mail and other electronic media and platforms
- Work collaboratively to research, develop, present, and defend a business plan
- Use effective communication strategies in a variety of interpersonal situations
- Communicate using vocabulary and phrasing common in various business sectors

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)

As appropriate, there will be discussions or mini-lectures accompanied by oral and written exercises. Students must be prepared to work independently, with a partner, or in a group. There will be regular student/teacher conferences.

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.	Cotton, Falvey, & Kent	Market Leaders. 3rd Edition	☒		
2.			☐		
3.			☐		
4.			☐		
5.			☐		

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	25%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	15%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	60%	Other:	%	Total:	100%

Details (if necessary):

Presentations(individual & team)/case study final project 60%

Typical Course Content and Topics

- Identifying and using common business forms and templates
- Commonly used business vocabulary and phrasing
- Writing clearly and effectively
- Researching products and companies
- Developing marketing plans
- Establishing and maintaining a respectful workplace environment
- Small group collaboration models
- Online collaboration techniques
- Effective oral communication strategies for a variety of purposes
- Defending and critiquing a business plan
- Telephone skills and expectations
- Professional presentation tools and strategies

ORIGINAL COURSE IMPLEMENTATION DATE:
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: EAP 076	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Academic Interactive Communications: University Foundation Level **Course Short Title (if title exceeds 30 characters):** University Foundation Int Comm	
Faculty: Faculty of Access and Continuing Education	**Department (or program if no department):** ESL

Calendar Description:

Interactive functions in increasingly more complex and demanding social and non-social situations within academic settings. An increased focus on accuracy, detail, non-verbal cues, recognition of bias, and persuasion techniques.

Note: Students with credit for ESL S76 cannot take this course for further credit.

Prerequisites (or NONE):	One of the following: EAP 066 (formerly ESL S66), or placement by ESL assessment, or (one of the following test scores: ELTS [Academic] score of 5.5 or higher with a minimum band score of 5.0; TOEFL iBT score of 71 or higher with no section below 16; EIKEN Grade 2A with CSE Total Score 2400 or with Stage 1 total score result 65; PTE score of 46 with 44 in writing; LPI essay score of 18 [level 3]; or CLBPT 7 overall with no skill less than 7). Submission of other test scores will be considered.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number: ESL S76
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**.

Total Hours: 45
Typical structure of instructional hours:

Lecture hours	15
Seminars/tutorials/workshops	20
Laboratory hours	10
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**45**

Special Topics
Will the course be offered with different topics?
☐ Yes ☒ No
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 20

Expected frequency of course offerings (every semester, annually, every other year, etc.): 3 times a year

Department / Program Head or Director: Maria Bos-Chan	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	December 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	March 10, 2017
Dean/Associate VP: Sue Brigden	**Date approved:**	January 2017
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Communicate successfully within a wide variety of formal, informal, and academic speaking and listening situations which include dialogues, discussions, debates, arguments, problem-solving, presentations, and teamwork
- Give, receive, and act on instructions and critical comments
- Produce clear, easily understood English speech, largely free of errors in grammar and pronunciation that would impede communication
- Take notes indicating both main and supporting points of short, non-simulated demonstrations or lectures or of extended spoken exchanges among several speakers

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, paired work, group discussions, recordings (audio/visual), presentations

Students will be expected to do independent lab work to consolidate and extend the skills taught in class.

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.	Matthews, C.	Speaking Solutions	☒	Longman	
2.			☐		
3.			☐		
4.			☐		
5.			☐		

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

USB headset with microphone and volume control for lab work

Typical Evaluation Methods and Weighting

Final exam:	30%	Assignments:	%	Midterm exam:	20%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Listening & Speaking tasks 30%
In-class group work 10%
Homework assignments 10%

Typical Course Content and Topics

Weeks 1-3	Introduction to course, preparation for group presentation including strategies for effective teamwork, classroom interaction, and maintaining conversations.
Weeks 4-7	Preparation for group presentation, including preparing note cards and being aware of language formality levels, improving delivery, incorporating specific details
Weeks 8-12	Follow-up after group presentation, introduction of individual presentation, including organizing, introducing and concluding, effective transitions, and use of visual support
Weeks 13-14	Individual presentations and follow-up, including evaluating, criticizing, and defending

ORIGINAL COURSE IMPLEMENTATION DATE:
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: EAP 084	**Number of Credits: 6** Course credit policy (105)
Course Full Title: Writing for Academic Success: University Bridge Level **Course Short Title** (if title exceeds 30 characters): University Bridge Writing	
Faculty: Faculty of Access and Continuing Education	**Department (or program if no department):** ESL

Calendar Description:

Planning and writing essays for typical undergraduate level writing assignments that require reading, references, quotations, paraphrases, summaries, in text source citation, and bibliographies. Editing and revising for consistent clarity of meaning, expression, style, and tone.

Note: Students with credit for ESL WG84 cannot take this course for further credit.

Prerequisites (or NONE):	One of the following: EAP 074 (formerly ESL WG74), or placement by ESL assessment, or evidence of any test score or course grade listed under the Entry-level post-secondary English language proficiency standards in the UFV academic calendar at www.ufv.ca/calendar/current/General/EgnlishProfieciency.htm.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number: ESL WG84
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**.

Total Hours: 90
Typical structure of instructional hours:

Lecture hours	42
Seminars/tutorials/workshops	34
Laboratory hours	14
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**90**

Special Topics
Will the course be offered with different topics?
☐ Yes ☒ No
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 20

Expected frequency of course offerings (every semester, annually, every other year, etc.): 3 times a year

Department / Program Head or Director: Maria Bos-Chan	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	December 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	March 10, 2017
Dean/Associate VP: Sue Brigden	**Date approved:**	January 2017
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Write a range of correct sentence types and paragraphs using a variety of strategies and structures
- Write extended compositions that are free of major grammatical, structural, or mechanical errors and that show appropriate use of tone, mood, phrasing, and stylistic conventions
- Write clearly developed short essays to a variety of essay prompts using various forms of development
- Produce a library research paper that will include selecting and applying a range of research and writing 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)

A process approach to writing which may include pre-writing strategies, revising, editing, and publishing. Group and individual instruction including regular student/teacher conferences. Group discussions, critiques, and editing. Online components for practice exercises, research activities, and collaborative activities. Audio and video instructional 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.	Fournier, P	Blueprints: A Guide to Correct Writing	☒		
2.	Maurer, J	Focus on Grammar (5). An Integrated Skills Approach	☒		
3.	Dollahite, N & Haun, J.	Sourcework: Academic Writing From Sources	☒		

Typical Evaluation Methods and Weighting

Final exam:	20%	Research Paper:	30%	Midterm exam:	30%	Writing Portfolio:	20%

Typical Course Content and Topics

Writing

- Identifying or narrowing a suitable (academic) topic
- Selecting sources through library and online research
- Creating and revising thesis statements
- Outlining the Research Essay to incorporate a variety of paragraph types as needed
- Taking the Research Essay through multiple drafts and making improvements to the writing and grammar based on self-identification of error as well as feedback from peers and the instructor
- Creating sections or paragraphs of introduction and conclusion that are suitable to the topic and for academic writing
- Producing a word-processed research paper formatted properly for academic work, including: working towards a deadline and time management for both in-class essay writing and take-home assignments; analyzing and creating multiple ways to express an idea and determining which is most appropriate in style and tone for a given audience and purpose
- Writing summaries and/or creating an annotated bibliography (can be part of the Research Essay process)
- Typically formatting a formal summary in paragraph form
- Review and practice of focused paragraph types learned at lower levels (comparison/contrast, cause/effect, etc.) by writing short essays in response to a prompt
- Proofreading and editing of one's own work
- Using secondary source material; using multiple ways to cite a source within a sentence; understanding the relationship of in-text citations to the References page; using and citing graphic source material (ex. illustrations, maps, charts); citing a source within a source
- Managing "missing" bibliographic information, such as "no date"
- Creating a properly formatted References page that is consistent with in-text citations
- Writing an email message suitable for academic or career purposes
- Avoiding "text speak"
- Writing to persuade and/or inform
- Review and practice of well-developed paragraph structure learned at lower levels with an emphasis on longer paragraphs
- Understanding levels of specificity
- Recognizing suitability of content for different purposes, such as facts, statistics, and quotations used as minor supporting details for larger or more general points
- Developing and using of clear transition phrases and sentences between and within paragraphs with an emphasis on
- Recognizing why single-word transitions are often weak or unclear
- Deciding how and when to incorporate a very short paragraph as transition
- Setting criteria for evaluation and writing a convincing analysis or evaluation based on those criteria
- Using a causal chain to express more complicated cause/effect relationships
- Decoding a topic from a given writing prompt or question in both timed and take-home writing situations to show understanding the intended audience and purpose and an ability to identify the appropriate paragraph type(s) required to respond effectively

Grammar

- Understanding and application of characteristics of academic writing: passive voice, reported speech, avoiding "vagueness"
- Use of the third person point of view
- Using prepositions accurately, especially with adjectives and verbs
- Review and practice of clause structures learned at lower levels with an emphasis on advanced skills, such as noun clauses as objects and prepositions and accurate use of subordinating word and phrases to show complicated relationships
- Knowing how and when to vary clause and sentence structure for fluency, for example: complex sentence used as a paragraph topic sentence to transition from previous idea (stated in a subordinate/dependent clause) to current idea (main/independent clause)
- Creating sentence variety, interest, and fluency by reducing clauses to phrases
- Using all verb forms accurately with a clear understanding of the meaning and purpose of different tenses, including how and when to shift verb tenses logically and effectively
- Using passive voice and reported speech accurately and knowing how and when to shift voice logically and effectively
- Understanding and using writing mechanics in a variety of in-class timed and take-home assignments

Memo for Course Changes

To: Alisa Webb, Associate Dean College of Arts, Chair College of Arts Curriculum Committee

Cc: Amara Wong, Committees Assistant

From: Steven Marsh, Department Head GATE

Date: January 3, 2017

Subject: Proposal for revision of Geography 241, Social Geography: The Urban Experience

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 changes reflect an update to how the course is currently being offered with a greater emphasis on the urban experience of social geography. The recommended pre-requisite has been removed to open accessibility for students. The title has been updated to reflect the urban focus of this course. The calendar description has been updated to reflect this focus. Learning outcomes have been updated to more accurately reflect the intercultural aspects of the material as well as the broader skills students will be exposed to.
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 have been updated to better reflect the way the course is currently offered. The learning outcomes align with the five categories of GATE's learning outcomes which are: knowing, learning, investigating & problem solving, communicating, and self-directing & collaborating.
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
6. What consideration has been given to indigenizing the curriculum? The experience of indigenous peoples in urban spaces will be discussed within the course. Learning outcome #6 explicitly addresses the urban experience of indigenous peoples.
7. If this course is not eligible for PLAR, explain why: NA

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? Field trips may be required. Field trips are funded 50% by the department and 50% by the students in the course.
10. Estimate of the typical costs for this course, including textbooks and other materials: $100 for text.

CWC comments and responses:

- The revised course seems similar to ANTH 325; has Anthropology been consulted on this course?
  No, the course is taught from a geographic perspective that is unique from the methods used in Anthropology. The course has been revised to reflect the evolution of Social Geography and the links between spatial change and social processes such as the issue of homelessness in the context of place.

- Confirm that no prerequisites are required for this course?
  Yes, no prereqs required.

ORIGINAL COURSE IMPLEMENTATION DATE: January 2007

REVISED COURSE IMPLEMENTATION DATE:

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

Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GEOG 241	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Social Geography: The Urban Experience **Course Short Title (if title exceeds 30 characters):** Social Geography, Urban	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Geography and the Environment

Calendar Description:

An introduction to geographical interrelationships between society, spatial change, and intercultural processes within urban environments. Selected themes may include experiences of refugees, vulnerable children, racial minorities, and immigrants and their experiences in the urban realm.

Note: Field trips outside of class time will be required. Please refer to department website for field trip scheduling information.

Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

Transfer Credit

Transfer credit already exists: ☒ Yes ☐ No

Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☒ No

To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 45

Typical structure of instructional hours:

Lecture hours	14
Seminars/tutorials/workshops	26
Laboratory hours	
Field experience hours	5
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**45**

Special Topics

Will the course be offered with different topics?
☐ Yes ☒ No

If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 36

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

Department / Program Head or Director: Steven Marsh	**Date approved:**
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Dean/Associate VP:	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

1. Apply core social geographic concepts to the study of communities.
2. Analyze intercultural experiences of various social groups in the urban environment.
3. Critically analyze the ways in which different cultures influence socially contested urban spaces,
4. Critique the economic, political and cultural processes that create and sustain social and spatial inequalities in urban environments.
5. Articulate geographic arguments in written, oral and spatial form.
6. Assess one's norms and biases in the context of how cultures influence the spaces in which they exist including those of our indigenous communities and the associated social inequalities.
7. Critically reflect upon one's learning from individual and group interactions, in-class discussions, oral presentations, field experiences and related research.

Prior Learning Assessment and Recognition (PLAR)

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

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

The course **format includes lectures, online discussions, seminars, guest speakers, fieldtrips, community partner presentations and project studio sessions.**

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.	Knox, Pail and Steven Pinch	Urban Social Geography	☒	Prentice Hall	2013
2.	Valentine, Gill	Social Geographies: Space and Society	☒	Prentice Hall	2009

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

Field notebook

Typical Evaluation Methods and Weighting

Final exam (take home):	Assignments/Online Discussion: 15%	Midterm exam: 20%	Practicum: %
Maps Quizzes: %	Lab work: %	Field trip assignment 10%	Shop work: %
Reflective journal: 15%	Student Presentation: 15%	Research Essay: 25%	Total: 100%

Details (if necessary):

The course will typically occur in a hybrid format with engagement in class and in an asynchronous online environment.

The midterm, online discussions and the first short field trip report requires students to begin to assess and study their surrounding environments from a cultural and social justice perspective.

The class presentations require students to integrate critical thinking and apply their knowledge to key challenges and issues including affecting local and global urban environments.

The final assignments including reflective journal synthesize the student's understanding of intercultural relationships, social justice, and implications of culture in urban communities.

Typical Course Content and Topics

1. Class and Inequality in Canada –Varying Residential Geography
2. Places of Leisure and Consumption-Socio-Spatial Dialectic
3. Mapping social identities and living with Difference-Selected Case Studies
4. 'Community' as Site of Identity and Struggle –Field Trip to Downtown Eastside, Vancouver
5. 'Race', Ethnicity and Immigration in Canada –Arrival City
6. Geographies of Gender –Neighbourhood and Place-Selected Case Studies
7. Age and Space :-Design for Aging in Place
8. Identity, Place, and Power-Geography of Landuse Conflict
9. Architectural Determinism and Territoriality, Placelessnes-Tools in Placemaking
10. Homelessness –Civic Policy, National Response
11. Crime and Deviance-Crime Prevention through Environmental Design
12. Poverty, Inequality, and Social Justice-Geography of Human Concerns
13. Living Together in Worlds of Difference-Policy for more Just Communities

Memo for Course Changes

To: Alisa Webb, Associate Dean College of Arts, Chair College of Arts Curriculum Committee

Cc: Amara Wong, Committees Assistant

From: Steven Marsh, Department Head GATE

Date: January 3, 2017

Subject: Proposal for revision of Geography 346, Geography of Religion and Peacebuilding

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 calendar description and title has been updated to reflect current course content and focus. The emphasis on peacebuilding has been added to reflect the course's inclusion in PACS. The prerequisites have been changed to 45 university level credits to allow students from other programs to take this course more easily. Learning outcomes have been updated to more accurately reflect the intercultural aspects of the material as well as the broader skills students will be exposed to.
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 have been updated to better reflect how the course is now offered and structured. These learning outcomes align with the five categories of learning outcomes of the GATE program which are: knowing, learning, investigating & problem solving, communicating, and self-directing & collaborating.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? The changes make this a stronger course for the PACS program.
5. Which program areas have been consulted about the change(s)? GATE and PACS
6. What consideration has been given to indigenizing the curriculum? Religion and peacebuilding is looked at from a variety of world views and will include those of indigenous communities. Learning outcome #3 explicitly addresses context of indigenous peoples.
7. If this course is not eligible for PLAR, explain why: NA

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: NA
    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 maybe required. Field trips are funded 50% by the department and 50% by students in the course.
10. Estimate of the typical costs for this course, including textbooks and other materials: Approximately $100 for text and possible field trips.

CWC comment and response:

- Learning outcome #8 does not seem to be reflected in the evaluation or course content. Please clarify or revise.
  LO 8 forms the methodological framework for the analysis of course content and is embedded in the strategies of course delivery and evaluation (esp. the reflective field project and critical essay).

ORIGINAL COURSE IMPLEMENTATION DATE: September 2005

REVISED COURSE IMPLEMENTATION DATE:

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

Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GEOG 346	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Geography of Religion and Peacebuilding **Course Short Title (if title exceeds 30 characters):** Geography of Religion & Peace	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Geography and the Environment

Calendar Description:

The influence of religion on intercultural practices, built and natural environments, territory, conflict and peace is examined. Consideration is given to deconstructing belief systems to understand their role in the nexus of human rights, migration, identity, development and peacebuilding.
Note: field trips outside of class time will be required. Please refer to department website for field trip scheduling information.

Prerequisites (or NONE):	45 university-level creditsOne of GEOG 240, GEOG 241, or GEOG 242 One of the following: GEOG 240, GEOG 241, GEOG 242, or 45 university-level credits. Note: As of January 2018, prerequisites will change to: 45 university-level credits.
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

Equivalent Courses (cannot be taken for additional credit)

Former course code/number: **GEOG 400C**

Cross-listed with:

Equivalent course(s): **GEOG 400C**

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**.

Total Hours: 60

Typical structure of instructional hours:

Lecture hours	30
Seminars/tutorials/workshops	20
Laboratory hours	
Field experience hours	10
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**60**

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): 28

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

Department / Program Head or Director:	**Date approved:**
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Dean/Associate VP:	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

1. Describe how the origin, diffusion and present patterns of belief systems and worldviews shape cultures.
2. Articulate the evolution of cultural and physical landscapes through religious experience, sacred places and migration .
3. Articulate indigenous perspectives on sacred space and the environment
4. Critically analyze the role of religion in defining environmental attitudes, political movements, conflict and peacebuilding.
5. Apply local case studies to interpret issues involving religion, peace and conflict at the global scale
6. Interpret cultural similarities and differences between belief systems through a critical non-judgmental approach.
7. Critically reflect on their own cultural practices, beliefs and identities that influence interactions with society and the environment.
8. Apply skills in geographic research, analysis and synthesis
9. Articulate geographic arguments in written, oral and spatial form.
10. Critically reflect upon their learning from individual and group interactions, in-class discussions, oral presentations, field experiences and related research.

Prior Learning Assessment and Recognition (PLAR)

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

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

The course material will be presented through lectures, guest speakers from a variety of religious worldviews, seminars and supported with field activities, and 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.	Berkes, F.	Sacred Ecology	☐	New York: Routledge	2012
2.	Hitchcock, S. & Esposity, J.	Geography of Religion: Where God Lives, Where Pilgrims Walk	☐	Washington: National Geographic	2004
3.	Appleby, Scott R.	The Ambivalence of the Sacred: Religion, Violence, and Reconciliation	☐	Rowman & Littlefield Publishers	2000
4.	.		☐		
5.		See attached Library Reserve of Selected Readings	☐		

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

Minimal fieldtrip fee.

Typical Evaluation Methods and Weighting

Final exam: 25%	Assignments: %	Midterm exam: 25%	Practicum: %
Quizzes/tests: %	Lab work: %	Field experience: %	Shop work: %
Critical essay on assigned topic: 25%	Reflective field project: 25%	Other: %	Total: 100%

Details (if necessary):

Typical Course Content and Topics

1. Introduction: Geography of Religion and Peacebuilding
2. Historical and Contemporary Spatial Patterns of Religion: Origins, Diffusion and Dispersion
3. Comparing and Contrasting Personal Identity and Diverse Worldviews
4. Contested Environments, Boundaries and Territories
5. Human Rights, Religion and Development
6. Faith-based Organizations in Development and Peacebuilding
7. Migration, Refugees, Identity Politics and Cultural Landscapes
8. Sacred Space: A Place of Peace or Conflict?
9. Sacred Space: Environmental Perceptions, Discourse and Behaviour
10. Sustainable Development, Sacred Ecology & Indigenous Space
11. Urban Landscapes: Divisive Enclaves or Multicultural?
12. Articulation of Cultural Identity, Politics of Fundamentalism, and the Impacts of Globalization
13. Reflection and Review

Memo for Course Changes

To: Alisa Webb, Associate Dean College of Arts, Chair College of Arts Curriculum Committee

Cc: Amara Wong, Committees Assistant

From: Steven Marsh, Department Head GATE

Date: January 3, 2017

Subject: Proposal for revision of Geography 460, Practicum in Planning

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 calendar description has been updated to better reflect the most recent offerings of the course and engagement with community partners which is an integral part of the course. The learning outcomes have been updated to fit with recent offerings of the course. The assessment of the course has been updated to reflect the work as part of the practicum.
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 have been updated to better reflect the current structure of the practicum. They are aligned with the five categories of learning outcomes of GATE which are: knowing, learning, investigating & problem solving, communicating, and self-directing & collaborating.
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
6. What consideration has been given to indigenizing the curriculum? This will depend upon the practicum placement but could include a placement with an indigenous community partner or one that works an indigenous community.
7. If this course is not eligible for PLAR, explain why: NA

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: NA
    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? NA
10. Estimate of the typical costs for this course, including textbooks and other materials: Approximately $50 to $100 for text.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 1999
REVISED COURSE IMPLEMENTATION DATE: January 2014
COURSE TO BE REVIEWED: (six years after UEC approval) October 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.

Course Code and Number: GEOG 460	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Practicum in Planning **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Geography and the Environment

Calendar Description:

Practicum students will work under the supervision of a professional planner. This practicum presents students with the opportunity to apply techniques and methods as well as create contacts with practicing planners useful for future employment and/or graduate school applications. Note: Before initiating practicum placements, students must sign a practicum agreement. UFV reserves the right not to place a student into a practicum if, in the opinion of the faculty, the student is not ready to be placed.

Prerequisites (or NONE):	GEOG 252, GEOG 253, and (one of GEOG 360, GEOG 364 or GEOG 464), and permission of instructor and department head.
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☐ Yes ☒ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes X☐ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 100
Typical structure of instructional hours:

Lecture hours	
Seminars/tutorials/workshops	12
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	88
Online learning activities	
Other contact hours:	
Total	**100**

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): 6

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

Department / Program Head or Director: Steven Marsh	**Date approved:**
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Dean/Associate VP: Jacqueline Nolte	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

1. Apply core geographic concepts to planning problems .
2. Apply planning methods and techniques in professional planning placement.
3. Deliver workplace orientated projects and assessments.
4. Assess personal abilities and interest in the planning field as an employment path.
5. Create and implement a work plan.
6. Work in collaboration with immediate workplace supervisors to develop goals that benefit the student, the larger organization (UFV and the practicum placement organization) and the community as a whole.
7. Perform various skills in which they have been trained both prior to and during their internship placement.
8. Apply concepts, skills, and theories on planning practice learned in the classroom to work with non-UFV employment opportunities.
9. Examine his or her own values relative to those of a practicum institution or agency.
10. Perform professionally in the workplace.

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 learning objectives will be achieved through the online or seminar discussion, supervisor evaluation, and practicum experience.

Practicum placement:
Due to the organizational needs of a practicum-based course, initial discussions regarding possible practicum placement sites will begin well before the semester begins. A student interested in a GEOG 460 practicum and faculty supervisor will meet well in advance of the semester to discuss possible practicum sites and the nature of the course and its expectations. The planning practicum may include the following range of placements: Municipal Planning Departments, Regional Districts, Parks and Recreation Departments, the United Way, Citizen Associations, and other NGO organizations involved in planning related tasks.

Practicum:
After the initial meeting students will be working 8 hours a week in their arranged practicum for the next twelve weeks. The parameters of the practicum will be set out in detail in the Learning Agreement that is drafted in discussions between the student and employer, and approved by the instructor. The Learning Agreement will accomplish the following:
1. define the goals the student hopes to achieve;
2. clearly specify the major project undertaken in the practicum and the general work tasks;
3. specify the work schedule and location;
4. identify the individual who will serve as supervisor for the student; and
5. identify need for ethical review, if any.

Practicum Project:
Defined in the Learning Agreement, the Final Project will take whatever form is most appropriate—from written and illustrated reports or pamphlets, to historical videos and multimedia displays, to lesson plans or classroom resources. The sponsor will retain a copy of the Project; the student will present another copy at the post-practicum seminars. In the last week of the term students will have an opportunity to present their Final Project, share their practicum experiences with classmates, and consider the career possibilities opened to them by 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 (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Northey, M., Knight, D.B. & Draper, D.	Making Sense in Geography and Environmental Sciences. A Student's Guide to Research and Writing	☐	Oxford University Press	2012
2.	Solen, M., Foote, K. & Monk, J.	Practicing Geography. Careers for Enhancing Society and the Environment	☐	Pearson Education	2013
3.	Barton, H., Grant, M. & Guise, R., et al.	Shaping Neighborhoods: For Local Health and Global Sustainability	☐	London: Routledge, Inc.	2010
4.			☐		
5.			☐		

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

None, although the student may encounter additional travel expenses associated with off-campus practicum placements.

Typical Evaluation Methods and Weighting

Final exam: %	Assignments: %	Midterm exam: %	Practicum: %
Quizzes/tests: %	Work Plan: 10%	Field experience: %	Seminar participation: 10%
Reflective Practicum journal: 20%	Field Placement Evaluations: 30%	Practicum project: 30%	Total: 100%

Details (if necessary):

Typical Course Content and Topics

On-Line Seminar Themes
Week 1: Planning as a Career (CIP)
Week 2: Placement Training and Scheduling
Weeks 3-4: Methods and Techniques; Project Design; Ethics Review
Weeks 5-7: Case studies in Planning; Problems and Pressures of Planning
Week 8: Planning and New Urbanization
Weeks 9-11: Planning Issues and Trends: A Critique
Week 12: Reflection on process to date; self-assessment
Week 13: Final projects; review of sponsor evaluation

Memo for Course Changes

To: Lucy Lee, Dean, Faculty of Science
Caroline Majeau, Administrative Assistant
Allan Arndt, Curriculum Committee Chair

Cc: Alisa Webb, Associate Dean of Arts, Chair College of Arts Curriculum Committee
Lisa Matty, Committees Assistant (Auxiliary)

From: Steven Marsh, Department Head, Geography and the Environment

Date: December 1, 2016

Subject: Proposal for revision of Geography 103

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 total hours for the course has been increased from 75 to 90, added to the lab and field experience categories. This change in hours will:**
   - **Enable more time to introduce laboratory exercises and facilitate discussion time at the end of the lab session. This will allow the laboratory content to be fully integrated with theoretical content.**
   - **Facilitate outdoor learning experiences campus during class time. This will increase the time for hands on use of equipment and a better connection with the collection of weather data. This will benefit students that work on weekends.**
   - **Allow for review of relevant math, physics and basic weather climate concepts that students would often have had to do on their own. This will likely lead to greater student success.**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): **N/A**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No
5. Which program areas have been consulted about the change(s)? **GATE**
6. What consideration has been given to indigenizing the curriculum? **Traditional indigenous knowledge and ways of knowing related to physical geography will be incorporated within the course.**
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? **Field trips may be required. Field trips are funded with students paying 50% of costs and the department paying 50% of the costs. Where students meet faculty at the field location transportation costs are borne by the student and mileage for the faculty is covered by the department.**
10. Estimate of the typical costs for this course, including textbooks and other materials: **Text cost is approximately $175.**

From: Steven Marsh
Sent: March-12-17 5:26 PM
Subject: RE: Geography course revisions (19 courses)

Hi,

Thank you for the feedback, my answers are below in red.

Cheers,

Steve

From: Amanda Grimson
Sent: Wednesday, March 08, 2017 2:14 PM
To: cwconsult
Cc: Christina Forcier; Mark Brosinski; Steven Marsh; Sarah McLean; Caroline Majeau
Subject: Geography course revisions (19 courses)

Please reply-all with CWC comments on the attached.

The UEC Screening Subcommittee has reviewed these courses and has the following comments:

General comments regarding learning outcomes:

- "Reflect" is a problematic verb. How is this measured? Can another verb be used instead? This is used in a number of courses.

We suggest using 'Critically Reflect' and that where we have included as a learning outcome the course includes evaluation of reflective journals. essays or assignments.

- Double-check other learning outcome verbs to ensure that all outcomes are measurable.
- The learning outcome "Demonstrate competency using written, spatial and oral arguments" is too generic and should either be removed or revised.

We suggest rewording to ' Articulate geographic arguments in written, oral and spatial form.'

- Increases in hours:
  - Should the number of credits be increased where hours are being increased from 75 to 90?

No the increase in hours is to match what is done by Science courses at UFV, with the new collective agreement Physical Geography was identified as being equal with the other sciences and section weighting of our courses was altered from 1.75 to 2.0. Science lab courses are offered with 90 contact hours - 3 hours of lecture and 3 hours of lab.

  - Are the additional hours supervised, and/or will these include scheduled labs? This may present a scheduling challenge if increased physical space will be required.

The increase is for scheduled lab time to match that for Science lab course offerings. In the past our labs were scheduled for 2 hours and our courses had 75 contact hours.

  - Taken together, this is a substantial increase in hours across the program. Aside from scheduling concerns, this could also have a dissuasive effect on prospective students.

We recognize this but decided to take the risk to match the sciences and improve the quality of the labs that offered through our program.

  - The Senate Budget Committee (SBC) may need to review these courses before final approval. Please check with Mark Brosinski to confirm.

There is no budget issue as the collective agreement increased the compensation for physical geography faculty from 1.75 section weighting to 2.0 section weighting, this answers the question posed below as to the workload changes made in the new collective agreement.

  - A note in the memo for GEOG 402 mentions that the increase is "as per the new Collective Agreement", but this note is not included elsewhere. Does this apply to the other increases as well? Also, please confirm what part of the Collective Agreement this refers to.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: May 2014
REVISED COURSE IMPLEMENTATION DATE: January 2017
COURSE TO BE REVIEWED: (six years after UEC approval) September 2022
Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GEOG 103	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: The Physical Environment **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Geography and the Environment

Calendar Description:

This course explores, through a scientific and quantitative framework, how physical processes shape the natural environment. It focuses on the interconnected processes of the atmosphere, hydrosphere, lithosphere, and biosphere. Impacts of human activities on the natural environment are also discussed.

Note: Field trips outside of class time will be required. Please refer to the department website for field trip scheduling information.
Note: Students with credit for GEOG 101 or GEOG 102 cannot take this course for further credit.

Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s): **GEOG 101 or GEOG 102**
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**.

Total Hours: 90
Typical structure of instructional hours:

Lecture hours	40
Seminars/tutorials/workshops	
Laboratory hours	40
Field experience hours	10
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	90

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 semester

Department / Program Head or Director: Steven Marsh	**Date approved:**	March 22, 2016
Faculty Council approval	**Date approved:**	April 29, 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	n/a
Dean/Associate VP: Lucy Lee (Science)/ Jacqueline Nolte (Arts)	**Date approved:**	April 29, 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	September 30, 2016

Learning Outcomes

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

1. Describe the use of the scientific method to tackle real-world problems.
2. Explain the conceptual and methodological scientific frameworks for the examination of the physical environment.
3. Evaluate scientific information, published in a variety of sources, used to explain natural processes.
4. Explain the ethical issues faced when conducting science.
5. Explain the importance of temporal and spatial scales to scientific research.
6. Articulate the scientific theories that explain the natural processes shaping the physical environment through the lens of the scientific method.
7. Describe the impact of human activities on the physical environment.
8. Analyze geographic data to explain physical processes through experimentation and/or primary data collection.
9. Demonstrate competence in basic geographical skills including: the interpretation of topographic maps; the construction of topographic cross-sections; using handheld GPS units; visualization of the landscape using Google Earth; and use of basic weather instruments.
10. Demonstrate competence in quantitative data analysis including: the construction and reading of graphs; the visual and mathematical analysis of topographic maps; collection, presentation and analysis of meteorological data to explain weather phenomena;
11. Communicate geographic concepts using various scientific techniques (written, numeric, graphic and oral).

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 typically includes lectures, assigned readings, discussion groups, videos, use of online resources, laboratory assignments, field work, experimentation, data collection and analysis, 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.	Christopherson, R.W., Birkeland, G., Byrne, M-L, Giles, P.	Geosystems: An introduction to physical geography. 4th Canadian edition	☐	Upper Saddle River, NJ: Pearson Ed.	2016
2.	Gervais, B.	Living Physical Geography	☐	Macmillan	2015
3.	Topical Science Papers/ News Articles		☐		

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

Rite-in-Rain Notebook, Pencil Crayons, Graphing Paper, scientific calculator, geometry set

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:		Midterm exam:	%	Practicum:	%
Quizzes/tests:		Lab work:	%	Field experience:	%	Shop work:	%
Field trip/ class participation:	%	Lab exam:	%	Lab Project/report/journal::	%	Total:	100%

Details (if necessary): Given the different models of course delivery in GEOG 103, two examples of evaluation methods are presented:

Example 1:
Lab assignments – 20%
Lab exam – 20%
Field trip or participation – 10%
Mid-term exam – 25%
Final exam – 25%

Example 2:
Lab assignments – 20%
Lab exam – 20%
Assignments – 20%
Lab project/report – 15%
Quizzes/tests – 25%

Typical Course Content and Topics

GEOG 103 is taught by multiple instructors who use different models of course delivery to meet learning outcomes. Two examples of course content are provided here:

Example 1:

Lectures

1. *Introduction to Physical Geography and the Scientific Method*: An overview of the scientific method and an introduction to the terminology used in physical geography. This topic also identifies the earth systems discussed in the course: lithosphere, atmosphere, hydrosphere and biosphere.
2. *Geomatics*: This topic introduces the concepts of mapping and map projections. It outlines key geographic concepts of coordinate systems, and discusses the different geographic techniques used to visualize and analyze the Earth.
3. *The Earth Energy System*: This unit discussed earth structure and the processes that affect the surface of the earth. It will also discuss the concepts of geologic time and dating methods.
4. *The Atmosphere System*: In this topic, the concepts of radiation, seasonality and energy budgets will be introduced. Variations in energy budgets as a result of geographic location, proximity to the ocean and season will be discussed.
5. *The Oceanic Engine*: Oceanic circulation and the importance of ocean currents in modifying global climate are discussed. El Nino is also discussed.
6. *Water, Weather and Climate Systems*: The hydrological cycle, the role of water in the atmosphere and adiabatic processes are discussed in this topic. Clouds, mid-latitude cyclones and hurricanes are also covered here.
7. *Plate Tectonics*: This topic introduces the unifying theory of plate tectonics from a scientific method framework and identifies the various lines of evidence used to support this theory.
8. *Earthquakes:* Students will be introduced to the terminology of earthquakes with linkages to plate tectonic theory, comparison of magnitude and intensity of events and the interpretation of seismic waves. Examples from the Cascadia Subduction zone will be used to highlight concepts. Concerns around emergency preparedness will be discussed.
9. *Volcanism*: Volcano types, and location in relating to plate boundaries is introduced. Volcano hazards and preparedness is also outlined.
10. *Weathering and Mass Movements*: Concepts of physical and chemical weathering are discussed. Types of mass wasting and associated hazards are introduced.
11. *River, Coastal and Glacial Systems*: This topic discusses the concepts of erosion and deposition using examples of river, glacial and coastal landforms.
12. *Soils*: Soil classification and soil characteristics are introduced using examples from the Fraser Valley. The importance of soil to the local economy is introduced.
13. *Ecosystems*: This topic introduces concepts of biodiversity and evolution and looks at the relationships between landscape, climate and biology.

Example 2:

Unit 1 - Introduction to geographic science: An overview of the scientific method and an introduction to the terminology used in physical geography. This topic also identifies the earth systems discussed in the course: lithosphere, atmosphere, hydrosphere and biosphere. Concepts of mapping and map projections, coordinate systems, and the different geographic techniques used to visualize and analyze the Earth are discussed.

Unit 2: Natural Hazards & emergency preparedness: The unifying theory of plate tectonics from a scientific method framework is analyzed through primary data sources together with the identification of key plate boundary characteristics. The characteristics of the Cascadia Subduction Zone is highlighted Students will be introduced to the terminology of earthquakes & volcanoes with linkages to plate tectonic theory, comparison of magnitude and intensity of events and the interpretation of seismic waves. Emergency preparedness will be discussed.

Unit 3: Landscapes of Canada: The processes of erosion and deposition will be described using examples of river, glacial and coastal landforms. An emphasis on landforms in Canada is used.

Unit 4: Climate Change: Theoretical concepts of radiation, energy budgets, temperature patterns and seasonality will be discussed. Students will evaluate the scientific arguments for climate change and research predictions for climate change in BC.

Unit 5: Severe Weather: The hydrological cycle, the role of atmospheric moisture in driving the climate system will lead to an analysis of the processes responsible for producing winds, mid-latitude cyclones, tornadoes and hurricanes. Issues related to emergency preparedness and risk assessment will be discussed.

Unit 6: Biogeography of BC: This topics will introduce concepts of biodiversity, evolution, soils, biomes and biogeoclimatic zones of BC. Soil classification and soil characteristics are introduced using examples from the Fraser Valley. The importance of soil to the local economy is introduced.

In both examples, the following labs may be covered (note that between 8 and 10 labs are taught in GEOG 103 depending on instructor):

- *Lab 1- Introduction to Earth, Graphs and Numerical Calculations*: application of basic computational techniques used in physical geography, construction and analysis of graphs; introduction to concepts of geographic location using coordinate systems.
- *Lab 2 - Radiation, Energy Balance and Temperature Variations*: analysis & calculation of radiation budget data, graph construction and interpretation, interpreting quantitative temperature data
- *Lab 3 - Humidity and Adiabatic Processes*: analysis and construction of basic weather symbols and weather maps, construction and analysis of temperature profile diagrams, collection and analysis of primary meteorological data

- *Lab 4 - Adiabatic Process and Surface Weather Maps*: construction and interpretation of isobar maps, analysis of temperature profile diagrams
- *Lab 5 - Mapping Skills: Map Scale, UTM & Latitude/Longitude*: application of latitude/longitude and UTM coordinate systems to location features on topographic maps; calculate scale and apply it to map analysis.
- *Lab 6 - Mapping Skills: Topographic Profiles, Gradients and Google Earth*: Interpretation and analysis of contour lines; calculating topographic gradient; use Google Earth to visualize landforms in 3D.
- *Lab 7 - Coastal Systems and Landforms, Area and Azimuths*: analyze topographic maps and contour lines to identify coastal landforms; determine azimuths and bearings from topographic maps.
- *Lab 8 - Glacial Processes and Landforms*: construct topographic profiles, calculate vertical exaggeration; understand the importance of vertical exaggeration for landform analysis; use contour line patterns to identify alpine and continental glacial features.
- *Lab 9 - Biogeography and Soil Characteristics*: analysis of soil profiles, soil texture and soil colour using geographic standards; calculating soil characteristics (porosity, permeability etc.)
- *Lab 10 - Global Positioning Systems (GPS) and UTM Coordinates*: use handheld GPS units to navigate between locations using UTM and/or latitude/longitude coordinate systems.
- *Lab 11 - Natural Hazards*: use seismographs and travel time curves to determine the epicentres of earthquakes; describe hazards associated with seismic activity.
- *Lab 12 - Calculating Your Carbon Footprint*: collection and analysis of personal carbon footprint data, construction and analysis of graphs, evaluation of scientific information

Memo for Course Changes

To: Lucy Lee, Dean of Science
Caroline Majeau, Administrative Assistant
Allan Arndt, Faculty Science Curriculum Chair
Cc: Alisa Webb, Associate Dean of Arts, Chair College of Arts Curriculum Committee
Lisa Matty, Committees Assistant (Auxiliary)

From: Steven Marsh, Department Head, Geography and the Environment

Date: December 1, 2016

Subject: Proposal for revision of Geography 116

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:
   - **Update calendar description to meet new 40 word requirement; update learning outcomes to reflect the scientific outcomes that students will meet upon course completion as per new BA framework. New title for marketing purposes**
   - **Course content has been updated to more accurately reflect how the course is being taught.**
   - **The extra one hour per week will facilitate experiential learning outdoors at off campus locations, will allow in-class review of relevant math and geologic principles that students would have to do at home on their own time, and to allow more time for discussion of lab exercises at the end of the lab period. This increase will likely lead to greater student success**

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

Learning outcomes fit more explicitly with the program learning outcomes into the five categories of knowing, learning, investigating & problem solving, communicating and self-directing & collaborating.
GATE's program learning outcomes are aligned 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? N/A
5. Which program areas have been consulted about the change(s)? GATE

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

   Traditional indigenous knowledge and ways of knowing related to physical geography will be incorporated within the course.
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 - NA
   b. Class size limit - NA
   c. Frequency of offering - NA
   d. Resources required (labs, equipment) **scientific calculators may be required**

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

   Field trips may be required; department covers 50% and students pay 50%.
10. Estimate of the typical costs for this course, including textbooks and other materials:

    Textbook, lab manual; assignment resources: $250

CWC comment and response:

- Title: suggest "Introduction to Geology: Earth Rocks" (or "Earth Rocks: An Introduction to Geology") to be more descriptive.
  The preference is to remain with Earth Rocks as this title is used elsewhere.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2010
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: (six years after UEC approval) November 2021
Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GEOG 116	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Earth Rocks **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Geography and the Environment

Calendar Description:

An introduction to physical geology that explores the materials that compose the Earth and the processes that operate to form the Earth and its surface. Topics include minerals, rocks, earth resources, plate tectonics, geophysical hazards, and surficial features.

Note: Field trips outside of class time will be required. Please refer to the department website for field trip scheduling information.

Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☒ Yes ☐ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☒ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 90
Typical structure of instructional hours:

Lecture hours	45
Seminars/tutorials/workshops	
Laboratory hours	42
Field experience hours	3
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**90**

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.): Annually

Department / Program Head or Director: Steven Marsh	**Date approved:** March 24, 2016
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:** n/a
Dean/Associate VP: Dr. Lucy Lee	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

1. Demonstrate competence in basic geological skills including: mineral and rock identification according to their physical properties; the interpretation of topographic and geologic maps and the construction of cross-sections.
2. Explain the ethical issues faced when conducting geological science.
3. Demonstrate competence in quantitative data analysis including: the construction and reading of graphs [construction and use of spreadsheets], and analysis of topographic and geologic maps and geologic systems.
4. Describe geologic time, its major divisions, and its influence on the processes that shape the Earth.
5. Articulate the scientific theories that explain the methods through which basic geologic processes function and interact within the Earth system.
6. Apply the scientific method in the investigation of geological processes with an emphasis on the unifying theory of plate tectonics.
7. Describe the genesis and economic use of Earth resources such as fossil fuels, metals, and non-metallic minerals.
8. Explain how landscape-forming processes act on the Earth's surface (weathering and erosional forces).
9. Explain how a knowledge of geology can aid in land-use decisions and the mitigation of geophysical natural hazards.
10. Demonstrate competence in communicating geologic concepts using various scientific methods including written, numeric, graphic, and oral.
11. Critically reflect upon their learning from in-class discussion, field work, and related research.

Prior Learning Assessment and Recognition (PLAR)

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

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

Lectures, assigned readings, discussion groups, videos, online resources, laboratory assignments will be used in this course. Guest lectures and field trips may be used.

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.	Tarbuck, E.J., F. K. Lutgens, C. J. Tsujita, and S. R. Hicock	Earth An Introduction to Physical Geology Fourth Canadian Edition.	☒	Pearson	2015
2.	Plummer, C., Carlson, D. and L. Hammersley	Physical Geology, 15th Edition	☒	McGraw-Hill Ryerson	2016
3.	Christiansen, E and W.K. Hamblin	Dynamic Earth, 1st edition	☒	Nelson Education	2015
4.			☒		
5.			☐		

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

Typical Evaluation Methods and Weighting

Final exam:	25%	Assignments:	10%	Midterm exam:	15%	Practicum:	%
Quizzes/tests:	**20**%	Lab work:	20%	Field experience:	%	Shop work:	%
Reflection:	10%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Lectures

1. Introduction to the Field of Geology and the Scientific Method. Introduces the scientific method and the terminology used in geological science. Includes a first look at Planet Earth, its origins, systems and tectonics.
2. Mineral Classification and Physical Properties. What is a mineral? Introduces mineral structure and composition and how to identify minerals. Focus on rock forming silicate minerals and economic use of minerals.
3. Origins and Properties of Igneous Rocks. How and where are igneous rocks formed. How are they are identified and classified including igneous rock formations within the earth. What is the economic value of igneous rocks?
4. Nature of Volcanoes and Volcanic Hazards. Introduction to the types of volcanoes and where they occur. Relationship of plate tectonics to volcanism and the type of eruptions. Regions at risk in western North America.

5. Weathering and the Formation of Sedimentary Rocks. Introduction to the mechanical and chemical weathering of rocks. Introduction to lithification and how sedimentary rocks are formed. Types of sedimentary rocks and the depositional environments associated with them. Economic uses of sedimentary rocks.
6. Metamorphism and Metamorphic Rocks. What drives the different types of metamorphism? What is the relationship to the parent rock for metamorphic rocks? Introduction to the hazards posed by metamorphic rocks in our daily lives.
7. Geologic Time and its Major Divisions. Discussion of the geologic principles used in relative dating. How do we determine numerical ages for rocks and structures? Introduction to the geologic time scale, its divisions and extinction events of the past and their implications.
8. Plate Tectonics and the Earth's Interior Structure. What is the interior structure of the Earth? How have seismic waves allowed us to determine the interior structure? What is the magnetic field and how has it varied over geologic time? An overview of the plate tectonic theory and how continents and ocean basins form, the types of plate boundaries and the topography associated with each type of boundary. How is plate velocity determined – using hotspots to track plate movements over time. What are the driving forces behind plate movement and how are mountains formed?
9. Earthquakes, Seismology and Impact on Humans. The effect that stress and strain has on rocks and how they are deformed. Classification of folds and faults and how the knowledge of subsurface structures can assist in the search for fossil fuels and other deposits. What causes earthquakes and what are seismic waves? How can one earthquake have one magnitude but many intensities? What are the hazards posed by earthquakes to communities especially in the Pacific Northwest. How are earthquakes predicted?
10. Mass Wasting Processes. What causes the mass movement of materials downslope? How are mass movements classified and what are the different types of movements? How can we predict mass movements? What methods are used to prevent mass movements and to avoid mass movements?
11. Genesis of Earth Resources. Overview of resources and reserves of both renewable and non-renewable resources. Introduction to fossils fuels and other energy resources and their environmental impact and effect on human society. Use of mineral resources and the future needs for the global population.
12. Landscapes formed by water and ice. Introduction to the geological work done by flowing water and flowing ice. How does ice and water erode, transport and deposit sediments? How are floods controlled? Discussion on the landforms created by fluvial action. Discussion of the landforms created by continental and alpine glaciers. Introduction to the causes behind past glaciations.
13. Landscapes formed by waves and wind. Discussion of the erosional processes at work along coasts and in deserts. How are sediments transported and deposited in desert and coastal environments? Discussion the the impact of desertification in locations such as the Sahara and the American Midwest.

Labs

1. Mineral Properties, Use, and Identification. Specific Technical Skills: Identification of common rock forming minerals according to physical properties.
2. Rock Forming Processes and the Rock Cycle. Specific Technical Skills: Description of rock forming processes and their relationship to the rock cycle conceptual model.
3. Igneous Rocks and Volcanic Hazards. Specific Technical Skills: Describe the textural and compositional features of igneous rocks and from that infer the origin of igneous rock. Classify igneous rock samples and describe hazards associated with volcanoes.
4. Sedimentary Rocks, Processes, and Environments. Specific Technical Skills: Describe the textural and compositional features of sedimentary rocks. Identify and infer the origin of sedimentary rocks based upon their texture, composition and structure.
5. Metamorphic Rocks, Processes, and Resources. Specific Technical Skills: Describe the textural and compositional features of metamorphic rocks. Identify metamorphic rocks and determine the parent rocks and uses of metamorphic rocks based on their textures and mineralogical compositions.
6. Dating of Rocks, Fossils, and Geologic Events. Specific Technical Skills: Apply relative dating principles to the dating of earth materials and events. Apply relative and absolute dating techniques to infer geologic history.
7. Topographic Maps, Aerial Photographs, and Satellite Images. Specific Technical Skills: Locate features on topographic maps using grid systems. Interpret contour lines so as to calculate gradients and relief and to identify surficial features. Construct topographic profiles and calculate their vertical exaggeration. Use aerial photographs to identify features in three dimensions.
8. Geologic Structures, Maps, and Block Diagrams. Specific Technical Skills: Identify common geologic structures in three dimensional block diagrams. Read and interpret geologic maps and construct geologic cross sections.
9. Earthquake Hazards and Human Risks. Specific Technical Hazards: Graph seismic data to construct and evaluate travel time curves for P-waves, S-waves and L-waves. Use seismographs and travel time curves to determine the epicentres of earthquakes. Describe hazards associated with seismic activity.

Memo for Course Changes

To: Lucy Lee, Dean, Faculty of Science
Caroline Majeau, Administrative Assistant
Allan Arndt, Curriculum Committee Chair

Cc: Alisa Webb, Associate Dean of Arts, Chair College of Arts Curriculum Committee
Lisa Matty, Committees Assistant (Auxiliary)

From: Steven Marsh, Department Head, Geography and the Environment

Date: December 1, 2016

Subject: Proposal for revision of Geography 201

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 total hours for the course has been increased from 75 to 90, added to the lab and field experience categories. This change in hours will:**
   - **Enable more time to introduce laboratory exercises and to complete this work within groups during class time. The concepts that will be covered involve complex abstract concepts and by working in groups during class time will reduce the amount of homework that has been done in the past. This will allow the laboratory content to be fully integrated with theoretical content.**
   - **Facilitate outdoor learning experiences on campus during class time. This will increase the time for hands on use of equipment and a better connection with the collection of weather data. This will benefit students that work on weekends.**
   - **Allow for review of relevant math, physics and basic weather climate concepts that students would often have had to do on their own. This will likely lead to greater student success.**

Title – changed to make the title more obvious for students for the topic that is covered in the class.

Calendar description - Has been reworded to make accurately reflect course content.

Prerequisites – Have been changed to include GEOG 102.

Learning Outcomes – learning outcomes have been reworded to better reflect how the course is has been taught and to acknowledge the broader skills and techniques students will be able to achieve on course completion.

Delivery Methods and Texts – minor changes including updated texts.

Evaluation methods – updated to reflect recent methods used in courses.

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 have been updated to better align with learning outcomes of the program categories which are: knowing, learning, investigating & problem solving, communicating, and self-directing & collaborating.**

   GATE's program learning outcomes are aligned 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? No
5. Which program areas have been consulted about the change(s)? GATE
6. What consideration has been given to indigenizing the curriculum? **Traditional indigenous knowledge and ways of knowing related to climate will be incorporated within the course.**
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? **Field trips will be required. Field trips are funded with students paying 50% of costs and the department paying 50% of the costs. Where students meet faculty at the field location transportation costs are borne by the student and mileage for the faculty is covered by the department.**
10. Estimate of the typical costs for this course, including textbooks and other materials: **Student transportation costs will be between $50 and $75 for off campus excursions. There is no required text for the course.**

ORIGINAL COURSE IMPLEMENTATION DATE: Fall 1994

REVISED COURSE IMPLEMENTATION DATE:

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

Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GEOG 201	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Climate and People **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Geography and the Environment

Calendar Description:

An exploration of the physical processes responsible for determining Earth's weather and climate. This exploration will include the human dimension of weather and climate phenomena.

Note: Field trips outside of class time will be required. Please refer to the department website for field trip scheduling information.

Prerequisites (or NONE):	One of the following: GEOG 101, GEOG 102, GEOG 103, or GEOG 116.
Corequisites (if applicable, or NONE):	none
Pre/corequisites (if applicable, or NONE):	none

Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

Transfer Credit

Transfer credit already exists: X☐ Yes ☐ No

Transfer credit requested (OReg to submit to BCCAT):
☐ Yes X☐ No (if yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes X ☐ No

To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 90

Typical structure of instructional hours:

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

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.): annually

Department / Program Head or Director: Steven Marsh	**Date approved:**
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Dean/Associate VP:	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

1. Explain radiation transfer in the Earth system utilizing radiation laws.
2. Apply the energy budget concept to explain the Earth's weather and climate and human thermal comfort.
3. Describe the interaction of humans with climate.
4. Critically reflect upon challenges and responses of people to everyday weather events.
5. Evaluate the methods utilized by humans to cope with extreme climates
6. Explain the application of atmospheric radiation theory to meteorological phenomena such as: thermodynamics, atmospheric moisture, precipitation processes, atmospheric motion, frontal theory, air pollution meteorology, severe weather, and climate change and variation.
7. Conduct quantitative analysis of climatological and meteorological data.
8. Utilize approved protocols to collect field weather data.
9. Complete formal field data reports.
10. Demonstrate written, oral and numerical competency in the science of climatology.
11. Critically reflect upon your learning from in-class discussions, field work, and related research.
12. Create a piece of research on a self-selected topic and communicate the results in oral, visual, and written formats.

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 format may include lectures, field data collection, laboratory exercises, discussion groups, oral presentations, field trips and guest speakers.

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.	Aquado, Edward and James E. Burt	Understanding Weather and Climate, 7th edition Upper Saddle River, NJ	☒	Pearson	2015
2.	Ross, Sheila L.	Weather and Climate: An Introduction	X☐	Oxford University Press	2013
3.	Ahrens, C.D., P. Jackson & C. Jackson	Meteorology Today: An Introduction to Weather, Climate and the Environment	☐	Brooks Cole	2016
4.			☐		
5.			☐		

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

none

Typical Evaluation Methods and Weighting

Exams:	25%	Assignments:	15%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Research Poster20%		Field ReportsOther:	25%	ReflectionsOther:	15%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

1. Introduction to the science of climatology.
2. Radiation theory and radiation laws.
3. Energy balance of the Earth and temperature, human comfort in extreme climates.
4. Humidity and moisture in the atmosphere.
5. Cloud and precipitation formation.
6. Atmospheric circulation, importance of local breezes for people..
7. Global circulation.
8. Frontal theory and storms of the extratropics.
9. Severe weather – thunderstorms and coping strategies by communities.
10. Severe weather – tropical cyclones and safety in coastal communities.
11. Global climate change – adaptation and mitigation in the face of a changing climate.
12. Air quality – health implications.

Memo for Course Changes

To: Lucy Lee, Dean, Faculty of Science
Caroline Majeau, Administrative Assistant
Allan Arndt, Curriculum Committee Chair

Cc: Alisa Webb, Associate Dean of Arts, Chair College of Arts Curriculum Committee
Lisa Matty, Committees Assistant (Auxiliary)

From: Steven Marsh, Department Head, Geography and the Environment

Date: December 1, 2016

Subject: Proposal for revision of Geography 202

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:

   TOTAL HOURS – The number of hours is increased from 75 to 90 hours, added to the lab and field experience categories. This change in hours will:

   - **Enable more time to introduce a laboratory exercise and facilitate discussion time at the end of the lab session. This will allow the laboratory content to be more fully integrated with the theoretical content.**
   - **Facilitate outdoor learning experiences during "lab" time. Increased lab time will allow students to meet for field trips during class time rather than on weekends. It would expand opportunities to use natural learning environments to promote experiential learning. This would also benefit students who are often working on weekends and have to schedule weekend field trips over work obligations.**
   - **Allow more time for review of relevant math, statistics, chemistry, and physics principles related to lab activities. At present this is often rushed. This additional review time will elevate student abilities to investigate and understand physical geography and lead to increased student success.**

TITLE – Updated to 'Understanding Your Earth: Landforms and Processes' to make the title more accessible to students.

CALENDAR DESCRIPTION – Reworded to meet 40 word limit

LEARNING OUTCOMES – Significantly reworked to read as learning outcome statements. Added a learning outcome that relates to indigenization and another that relates to student reflections of their learning. These additions align with both program and institutional learning outcomes. Other changes to learning outcomes acknowledge the broader skills and techniques students will be able to achieve on course completion.

DELIVERY METHODS & TEXTS – Minor changes to delivery methods to reflect actual classroom teaching and learning strategies. The texts have been updated to reflect current editions.

EVALUATION METHODS – Updates to reflect the differences in approach to assessment by the 2 regular faculty who teach the course. The department felt it was important to show these different methods so that students would be informed.

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

   LO 1 aligns with knowing and learning, investigating & problem solving

   LO2 aligns with knowing and learning

   LO3 aligns with knowing, learning, investigating & problem solving

   LO4 aligns with investigating & problem solving

   LO5 aligns with communicating

   LO6 aligns with communicating, self-directing & collaborating

   LO7 aligns with self-directing & collaborating

   GATE's program learning outcomes also align 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? **NO**
5. Which program areas have been consulted about the change(s)? **GATE**
6. What consideration has been given to indigenizing the curriculum? **This course includes a learning outcome about appreciating traditional indigenous knowledge of the physical landscape (LO2). This has been included so that students explore issues of indigenous knowledge and use that new appreciation in collaboration with western scientific approaches. The students, therefore, will be able to think about scientific problems from a variety of world views.**
7. If this course is not eligible for PLAR, explain why: **NA**
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 - **NA**
   b. Class size limit - **NA**

c. Frequency of offering - **NA**

d. Resources required (labs, equipment) - **NA**

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

   YES. Local field trips offered during class time will be solely funded by the student who will be responsible for their individual gas or transit costs. The department will cover mileage costs for the instructor. Weekend field trips outside of the Lower Mainland will be funded as follows: bus transportation 50% students, 50% department; accommodation costs 100% students.

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

    Textbooks - $100

    Field costs - $25 - $100

    Total costs - $125-200

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: May 1994
REVISED COURSE IMPLEMENTATION DATE: September 2015
COURSE TO BE REVIEWED: (six years after UEC approval)
Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GEOG 202	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Understanding Your Earth: Landforms and Processes **Course Short Title (if title exceeds 30 characters):** Landforms and Processes	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Geography and the Environment

Calendar Description:

This course will describe and explain the geomorphic processes that result in the origin, evolution, morphology and distribution of landforms in British Columbia and elsewhere. Practical geographic skills will be developed in field and laboratory settings.

Note: Field trips outside of class time will be required. Please refer to the department website for field trip scheduling information.

Prerequisites (or NONE):	One of the following: GEOG 102, GEOG 103 or GEOG 116.
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☒ Yes ☐ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☒ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 90
Typical structure of instructional hours:

Lecture hours	39
Seminars/tutorials/workshops	
Laboratory hours	30
Field experience hours	21
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**90**

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.): at least once per year

Department / Program Head or Director: Steven Marsh	**Date approved:**
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Dean/Associate VP: Dr. Lucy Lee	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

1 Articulate the scientific theories that explain the geomorphic processes shaping the physical environment through the lens of the scientific method.
2 Appreciate traditional indigenous perspectives of the physical landscape.
3 Articulate the relationships between people and landscape from a variety of perspectives.
4 Investigate the impacts of the geomorphic processes that shape the Earth.
5 Investigate the geomorphology of a specific area through the utilization of field and/or laboratory techniques.
6 Demonstrate numerical, written and verbal competency in the field of geomorphology.
7 Use professional and respectful communication and work effectively.
8 Critically reflect upon their learning resulting from individual and group interactions, in-class discussions, field and laboratory work and related research.

Prior Learning Assessment and Recognition (PLAR)

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

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

Instructional methods may include lectures, laboratory sessions, assigned readings, and field trips. Self-directed learning using a problem-based learning format may also be used by some instructors. .

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.	Trenhaile, A.S.	Geomorphology: A Canadian Perspective, 6th Edition	☒	Oxford Press	2016
2.	Catto, N	Geomorphology: Landscapes we live in.	☒	Oxford Press	2015
3.	Bierman, P.R and Montgomery, D.R	Key Concepts in Geomorphology	☒	Freeman	2014
4.			☐		
5.			☐		

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

In addition to basic laboratory supplies, students will be responsible forcosts associated with field trips.

Typical Evaluation Methods and Weighting

Final exam:	35%	Assignments:	%	Midterm exam:	25%	Practicum:	%
Quizzes/tests:	%	Lab work:	20%	Field experience:	20%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary): Different evaluation methods are adopted by different faculty regularly teaching this course:

Example 1:
Final exam 35%
Mid-term exam 25%
Lab work 20%
Field experience 20%

Example 2:
Unit assessments of theory & practical skills - 60%
Poster assignment – 15%
Field journal – 10%
Reflective journal – 15%

Typical Course Content and Topics

Lecture topics may include:

1. Scientific method and traditional indigenous perspectives on the evolution of the landscape
2. Brief history of geomorphology
3. Geologic history and geomorphology of southwestern British Columbia
4. Rocks, weathering, and sedimentation
5. Mass movements – physical conditions
6. Mass movements – types
7. Glacial processes and landforms
8. Aeolian processes and landforms

9. Karst landforms
10. Structural geology
11. Fluvial geomorphology
12. Coastal geomorphology

Lab topics may include:

1. Mapping techniques
2. Statistical analysis of geomorphic data
3. Sediment analysis
4. Stratigraphy and structural geology
5. Mass movements
6. Glacial geomorphology
7. Aeolian geomorphology
8. Stream flow analysis

Field trip: Field work is an integral component of GEOG 202.

Memo for Course Changes

To: Lucy Lee, Dean, Faculty of Science
Caroline Majeau, Administrative Assistant
Allan Arndt, Curriculum Committee Chair

Cc: Alisa Webb, Associate Dean of Arts, Chair College of Arts Curriculum Committee
Lisa Matty, Committees Assistant (Auxiliary)

From: Steven Marsh, Department Head, Geography and the Environment

Date: December 1, 2016

Subject: Proposal for revision of Geography 219

1. Summary of changes (select all that apply):
   - ☐ Six-year review
   - ☐ Number and/or course code
   - ☒ Credits and/or total hours
   - ☐ Title
   - X Calendar description
   - ☐ Prerequisites and/or co-requisites
   - ☐ Frequency of course offering
   - X Learning outcomes
   - X 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 description has been rewritten to be more concise (around 40 words) and the learning outcomes have been updated to make them more in line with currently accepted rubrics for crafting learning outcomes.
   Contact hours for the course were changed from 75 to 90 class contact hours, not including office hours. Increasing the contact hours to 90 hours will:
   - Enable more time to introduce an exercise and finish with discussion.
   - Facilitate outdoor learning experiences during "lab" time.
   - Afford the use of more involved/complicated exercises that will improve experiential learning in a laboratory setting.
   - Allow more time for review of relevant math, statistics, chemistry, and physics principles.

   Other small changes include an update to a new textbook edition, course evaluation method, and typical course content.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):
   Changes proposed are not substantial but instead clarify language around learning outcomes. The learning outcomes for BIO/GEOG 219 are aligned with the learning outcomes of Geography and the Environment and Biology.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
   No.
5. Which program areas have been consulted about the change(s)?
   GATE and Biology
6. What consideration has been given to indigenizing the curriculum?
   Learning outcomes include:
   Explain how North America was colonized by people;
   Relate environmental change to aspects of indigenous cultures;
7. If this course is not eligible for PLAR, explain why: NA
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 - NA
   b. Class size limit - NA
   c. Frequency of offering - NA
   d. Resources required (labs, equipment) - NA
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?
   Students meet in the field and provide their own transportation. There are typically no costs associated with field trips except for faculty mileage to prepare field trips and run them with students.
10. Estimate of the typical costs for this course, including textbooks and other materials:
    Text book costs about $80 and a Rite in the Rain notebook costs about $10.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2007
REVISED COURSE IMPLEMENTATION DATE: May 2014
COURSE TO BE REVIEWED: (six years after UEC approval) May 2014
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.

Course Code and Number: GEOG 219	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Biogeography **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** GATE

Calendar Description:

Biogeography integrates geography, biology, geology, paleontology, and ecology. Learn how biogeographers study species distribution, track continental drift, and use fossils to help understand evolutionary changes in flora and fauna through geologic time.

Note: Field trips outside of class time will be required. Please refer to the department website for field trip scheduling information.
Note: This course is offered as GEOG 219 (formerly GEOG 317) and BIO 219 (formerly BIO 317). Students may only take one of these for credit.

Prerequisites (or NONE):	One of the following: AGRI 163; BIO 105, 106 or 111; CHEM 105, 110, 113, or 150; GEOG 101, 102, 103 or 116; or PHYS 100, 101, 105, or 111.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Equivalent Courses (cannot be taken for additional credit)
Former course code/number: **GEOG 317/BIO 317**
Cross-listed with: **BIO 219**
Equivalent course(s): **BIO 219, GEOG 317/BIO 317**
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**.

Total Hours: 90
Typical structure of instructional hours:

Lecture hours	26
Seminars/tutorials/workshops	26
Laboratory hours	16
Field experience hours	16
Experiential (practicum, internship, etc.)	
Online learning activities	6
Other contact hours:	
Total	**90**

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.): Annually

Department / Program Head or Director: Steve Marsh	**Date approved:**
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Dean/Associate VP: Lucy Lee	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

1. describe how continental drift and natural selection are the contemporary paradigms of geology and biology;
2. differentiate between emechanisms that regulate the distribution of flora and fauna;
3. compare biogeographical regions and discuss how these regions might change over time
4. evaluate phylogenetic and cladistic biogeography through geologic time
5. Explain how North America was colonized by people;
6. Relate environmental change to aspects of indigenous cultures;
7. keep professional field and laboratory notes;
8. Use relevant data analysis, statistics, and presentation software to present concepts in written and visual form.

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)

Course format will include lectures, presentations, discussions, laboratory sessions and field trips.

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.	Cox, C.B., P.D. Moore, R.J. Ladle	Biogeography: An ecological and evolutionary approach, 9th Edition	☐	Wiley Blackwell	2016
2.			☐		
3.			☐		
4.			☐		
5.			☐		

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

Laboratory and field notebook.

Typical Evaluation Methods and Weighting

Final exam:	15%	Lab assignments:	20%	Midterm exams:	25%	Blogs:	10%
Quizzes/tests:	%	Lab work:	%	Field experience:	20%	Shop work:	%
Presentation:	5%	Participation 5%				Total:	100%

Details (if necessary):

Typical Course Content and Topics

When offered as a lecture course with field and laboratory components:

1. The History of Biogeography
2. Patterns and Distribution
3. Communities and Ecosystems
4. Patterns of Biodiversity
5. Plate Tectonics
6. Evolution, the Source of Novelty
7. Life, Death and Evolution on Islands
8. From Evolution to Patterns of Life
9. Patterns in the Past
10. Setting the Scene for Today
11. Ice and Change
12. The Human Intrusion
13. Conservation of Biogeography

Each course offering includes a minimum of eight laboratory/field activities. Examples of such activities include a field assessment of wetland sediments as archives of past environmental change, and opportunities to process field-collected samples to identify microfossils (e.g., pollen, diatoms, and testate amoebae). Computer-assisted exercises provide practice with quantitative methods. Blackboard Learn is used to organize course material, discuss course topics, complete fossil-identification exercises, and write exams.

ORIGINAL COURSE IMPLEMENTATION DATE:	January 2012
REVISED COURSE IMPLEMENTATION DATE:	May 2014
COURSE TO BE REVIEWED: (six years after UEC approval)	May 2020

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.

Course Code and Number: BIO 219	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Biogeography **Course Short Title (if title exceeds 30 characters):**	
Faculty: Choose an item.	**Department (or program if no department):**
Official Course Outline: This is a cross-listed course. Please refer to **GEOG 219** for the official course outline.	
Calendar Description: Biogeography integrates geography, biology, geology, paleontology, and ecology. Learn how biogeographers study species distribution, track continental drift, and use fossils to help understand evolutionary changes in flora and fauna through geologic time. Note: Field trips outside of class time will be required. Please refer to the department website for field trip scheduling information. Note: This course is offered as GEOG 219 (formerly GEOG 317) and BIO 219 (formerly BIO 317). Students may only take one of these for credit.	
Prerequisites (or NONE):	One of the following: AGRI 163; BIO 105, 106 or 111; CHEM 105, 110, 113, or 150; GEOG 101, 102, 103 or 116; or PHYS 100, 101, 105, or 111.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	
Equivalent Courses (cannot be taken for additional credit) Former course code/number: **GEOG 317/BIO 317** Cross-listed with: **BIO 219** Equivalent course(s): **BIO 219, GEOG 317/BIO 317** *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**.

Department / Program Head or Director: Steven Marsh	**Date approved:**
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Dean/Associate VP: Lucy Lee	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Memo for Course Changes

To: Lucy Lee, Dean, Faculty of Science
Caroline Majeau, Administrative Assistant
Allan Arndt, Curriculum Committee Chair

Cc: Alisa Webb, Associate Dean of Arts, Chair College of Arts Curriculum Committee
Lisa Matty, Committees Assistant (Auxiliary)

From: Steven Marsh, Department Head, Geography and the Environment

Date: December 1, 2016

Subject: Proposal for revision of Geography 253

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:
   TOTAL HOURS – The number of hours is increased from 75 to 90 hours, added to the lab category. This change in hours will:
   - **Enable more time to introduce a laboratory exercise and facilitate discussion time at the end of the lab session. This will allow the laboratory content to be fully integrated with the theoretical content.**
   - **Allow more time for review of relevant math, computer, geomatics and geographical techniques. At present this is often rushed. This additional review time will elevate student abilities to investigate and understand geographical techniques and GIS and lead to increased student success.**

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? **NA**

5. Which program areas have been consulted about the change(s)? **GATE**
6. What consideration has been given to indigenizing the curriculum? **Traditional indigenous knowledge and ways of knowing related to climate will be incorporated within the course.**
7. If this course is not eligible for PLAR, explain why: **NA**
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 - **NA**
    b. Class size limit **NA**
    c. Frequency of offering - **NA**
    d. Resources required (labs, equipment) – **NA**
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

    NONE
10. Estimate of the typical costs for this course, including textbooks and other materials:

    $100

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2001
REVISED COURSE IMPLEMENTATION DATE: January 2017
COURSE TO BE REVIEWED: (six years after UEC approval) September 2022
Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GEOG 253	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Introduction to Geographic Information Systems **Course Short Title (if title exceeds 30 characters):** Introduction to GIS	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Geography and the Environment

Calendar Description:

This course explores how to manage, map, and analyze information related to our world using a geographic information system (GIS). Emphasis is on concepts and software techniques used to manipulate data and examine problems from a variety of subject areas.

Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☒ Yes ☐ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☒ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 90
Typical structure of instructional hours:

Lecture hours	25
Seminars/tutorials/workshops	
Laboratory hours	65
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	90

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 semester

Department / Program Head or Director: Steven Marsh	**Date approved:**	March 24, 2016
Faculty Council approval	**Date approved:**	April 29, 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	n/a
Dean/Associate VP: Dr. Jacqueline Nolte	**Date approved:**	April 29, 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	September 30, 2016

Learning Outcomes

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

1. Describe how geographic information is represented and managed on computers as GIS data.
2. Identify the role and appropriateness of existing GIS vector and raster data for analyzing, managing and communicating geographic information.
3. Convert geographic information into GIS Data that has location and attribute characteristics.
4. Use spatial analysis techniques to solve geographic problems and generate map and tabular data.
5. Create and interpret maps and graphics that communicate spatial information and results of analyses.
6. Manage spatial and non-spatial geographic information using GIS databases.

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 be offered in a lecture/lab format.

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.	Chang, Kang-tsung	Introduction to geographic information systems, 8th edition, (or latest edition)	☐	McGraw-Hill	2016
2.	Longley, P.A., Goodchild, M.F., Maguire, D.J., and Rhind, D.W	Geographic information systems and science, 4th edition (or latest edition)	☐	Wiley	2016
3.			☐		
4.			☐		
5.			☐		

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

Exam:	%	Written Assignments:	15%	Midterm exam:	15%	Practicum:	%
Quizzes:	40%	Lab Assignments:	30%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Lab assignments (4-5) 25-35%

Written assignments (1-2) 10-20%

Quizzes (5-6) 25-35% Lab test (1) 10-15%

Midterm exam (1) 10-20%

Exam (1) 25-35%

Typical Course Content and Topics

1. *Introduction to geographic information systems (GIS)*. Explains how a GIS is used to work with information about the world (geographic information), using local, regional, and global examples. Introduces broad concepts of visualization, mapping and analysis of geographic information. Key aspects of GIS are introduced, including capturing, storing, querying, analyzing, and displaying geographic information.
   Lab 1 - Introduction to ArcGIS: the software used in the course, ArcGIS, is introduced with students learning how to do basic data input and manipulation of line, polygon, and raster data related to physical and cultural features of the Earth.

2. *Data Models: the vector data model.* The representation of geographic information using traditional (hardcopy) maps is compared to representation of geographic information using GIS data. The GIS georelational vector data model is introduced, using examples of cultural features which are represented by point, line, and polygon shapefiles.
   Lab 2 – Introduction to the vector data model: components of point, line, and polygon shapefiles representing features of the world (e.g. roads, streams, cities, watersheds) are analyzed within ArcMap. Scale related effects of data representation are introduced.

3. *Data Models: the raster data model.* The GIS raster data model is introduced. Representation of geographic information using continuous and thematic rasters are compared to representation of similar information using the vector data model. Examples of the pros and cons of using the raster vs the vector data model are given in the context of various physical and cultural features of the Earth.
   Lab 3 – Introduction to the raster data model: Satellite imagery and thematic land cover rasters are imported and compared within ArcMap. Vector street data is converted into a raster format and used to analyze the differences between vector and raster data models.

4. *Coordinate Systems and Map projections.* The concepts of geographic and projected coordinate systems are explored in a GIS context as is as the importance of using the appropriate coordinate system in various contexts.
   Lab 4 – Working with coordinate systems in ArcGIS: GIS tools for repairing, viewing, and changing coordinate systems of GIS data layers are introduced using British Columbia GIS data.

5. *GIS Database Management.* Data tables containing attributes of GIS data are examined, including types of attribute tables, attribute data types, fields, and the relational database model. Data manipulation techniques including joining and relating database tables are introduced using demographics and water sampling examples.
   Lab 5 – Working with attribute tables in ArcGIS: Join, relate, and selection database techniques are introduced using soil and census data examples.

6. *GIS Data Input.* Sources of existing GIS data are introduced, including important Canadian and British Columbia data sources. Main methods of creating new data via remote sensing, field work, digitizing, and scanning are introduced.
   Lab 6 – Creating GIS data. Point, line, and polygon vector data representing street, urban, and water features in British Columbia are digitized from satellite imagery. An Earthquake GIS data layer is created from a text file.

7. *GIS Data Quality.* Aspects of GIS data quality which can impact problem solving are introduced, including micro and macro scale aspects of data quality and major components of GIS data error.
   Lab 7 – Editing GIS data. Techniques for editing (modifying) GIS vector data are introduced.

8. *Data Models: the object data model.* The advanced object-oriented GIS model is introduced and contrasted to vector and raster data models. The concept of topology is discussed and how it is implemented in the ArcGIS geodatabase format. Use of geodatabase topology is illustrated with examples of advanced data editing techniques and analysis using linear networks.
   Lab 8 – Introduction to working with geodatabases: a file geodatabase is created. Stream and elevation zone vector data are imported into the geodatabase. Geodatabase domains are created and populated with data to explore geodatabase management techniques.

9. *Spatial Analysis.* The foundation of spatial analysis techniques that pre-date computers are discussed and then extended into a GIS context with a focus on problem solving. Techniques of GIS data exploration, attribute quer, and spatial query are discussed. Examples include map comparison of watersheds in the lower mainland, and Dr John Snow's map based spatial analysis of cholera incidents and well location in 19th Century London.
   Lab 9 - Spatial Analysis: attribute and spatial queries are used to analyze the distribution of thermal springs and wells, using various distance and well temperature criteria.

10. *Geoprocessing.* Spatial analysis using various geoprocessing techniques is discussed, with an emphasis on buffer, dissolve and overlay techniques.
    Lab 10 – Geoprocessing: geoprocessing and spatial analysis techniques are used to identify the most appropriate site for a new building based upon distance from roads, land use, and soil criteria.

11. *Map Display.* The concept of a map as a communication tool is introduced using demographic and political examples. Types of maps and how they are made in ArcGIS are introduced as are quantitative data classification techniques used in making choropleth maps. Elements of map design and layout are explained.
    Lab 11 – Using ArcGIS for creating maps: quantitative classification techniques are used to show population change across the United States and a population density map of the world.

12. *Future Trends in GIS.* Trends in GIS on the web and mobile devices are discussed as well as the role of volunteered geographic information (VGI) in various GIS applications and decision making.
    Lab 12 – Spatial Analysis II: attribute and spatial queries are used to analyze the distribution of people within the Lower Mainland, with quantitative-based maps produced to display analysis results.

Memo for Course Changes

To: Lucy Lee, Dean, Faculty of Science
Caroline Majeau, Administrative Assistant
Allan Arndt, Curriculum Committee Chair

Cc: Alisa Webb, Associate Dean of Arts, Chair College of Arts Curriculum Committee
Lisa Matty, Committees Assistant (Auxiliary)

From: Steven Marsh, Department Head, Geography and the Environment

Date: December 1, 2016

Subject: Proposal for revision of Geography 302

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:

   Total hours – The number of hours is increased from 75 to 90 hours, added to the lab and field experience categories. This change in hours will:

   - Enable more time to introduce a laboratory exercise and facilitate discussion time at the end of the lab session. This will allow the laboratory content to be fully integrated with the theoretical content.
   - Facilitate outdoor learning experiences during "lab" time. Increased lab time will allow students to meet for field trips during class time rather than on weekends. It would expand opportunities to use natural learning environments to promote experiential learning. This would also benefit students who are often working on weekends and have to schedule weekend field trips over work obligations.
   - Allow more time for review of relevant math, statistics, chemistry, and physics principles related to lab activities. At present this is often rushed. This additional review time will elevate student abilities to investigate and understand physical geography and lead to increased student success.

   Title – Changed to reflect the focus of the course and better reflect its content.

Calendar description - *reworded in respect of change in title*

Prerequisites – *Added GEOG 201 to increase access to the course.*

Learning outcomes - *Significantly reworked to read as learning outcome statements. Added learning outcomes that relates to indigenization and another that relates to student reflections of their learning. These additions align with both program and institutional learning outcomes. Other changes to learning outcomes acknowledge the broader skills and techniques students will be able to achieve on course completion.*

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 have been updated to better align with learning outcomes of the program categories which are: knowing, learning, investigating & problem solving, communicating, and self-directing & collaborating.*

   GATE's program learning outcomes are aligned 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? *Can serve as an elective for professional accreditation (PGeo, APEG BC)*
5. Which program areas have been consulted about the change(s)? *GATE*.
6. What consideration has been given to indigenizing the curriculum? *This is an upper level science course. First-Nations traditional reliance on fluvial (river) environments are discussed whenever appropriate*.
7. If this course is not eligible for PLAR, explain why: NA
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 - NA
   b. Class size limit - NA
   c. Frequency of offering - NA
   d. Resources required (labs, equipment) - NA
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? *YES. Local field trips offered during class time will be solely funded by the student who will be responsible for their individual gas or transit costs. The department will cover mileage costs for the instructor. Weekend field trips outside of the Lower Mainland will be funded as follows: bus transportation 50% students, 50% department; accommodation costs 100% students.*
10. Estimate of the typical costs for this course, including textbooks and other materials: *Approx. $200, including students' portion of the field trip fee*

ORIGINAL COURSE IMPLEMENTATION DATE: January 1995

REVISED COURSE IMPLEMENTATION DATE:

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

Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GEOG 302	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: River Geomorphology **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Geography and the Environment

Calendar Description:

This course provides a comprehensive understanding of the processes responsible for shaping the river environment and the landforms that result from them. Emphasis is placed on understanding the theoretical basis of river geomorphology and the identification and formative processes of these landforms.

Note: Field trips outside of class time will be required. Please refer to the department website for field trip scheduling information.

Prerequisites (or NONE):	GEOG 201 or GEOG 202.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

Transfer Credit

Transfer credit already exists: ☒ Yes ☐ No

Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☒ No

To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 90

Typical structure of instructional hours:

Lecture hours	35
Seminars/tutorials/workshops	
Laboratory hours	35
Field experience hours	20
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**90**

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.): once per year

Department / Program Head or Director: Steven Marsh	**Date approved:**
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Dean/Associate VP: Dr. Jacqueline Nolte	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

1. Demonstrate the theoretical basis for river processes.
2. Identify river processes and landforms in the field.
3. Demonstrate intermediate to advanced mastery of skills in landform identification and mapping, problem solving, and data presentation used by professional geoscientists.
4. Generate and interpret scientific data using current quantitative, qualitative and analytical methodologies and techniques.
5. Apply scientific and mathematical methods and models by formulating questions, analyzing results, developing arguments to support conclusions, and make scientifically-based decisions.
6. Critically analyze scientific literature.
7. Interpret current scientific concepts and gaps in knowledge in light of the historical development of the discipline.
8. Disseminate scientific observations in a written report.

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)

Instructional methods include lectures, weekly laboratory sessions, and field trips.

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.	Bridge, J.S.	Rivers and Floodplains: Forms, Processes and Sedimentary Record.	☐	Wiley-Blackwell	2003
2.	Charlton, R.	Fundamentals of Fluvial Geomorpgology	☐	Routledge	2007
3.	Knighton, D.	Fluvial Forms and Processes: A New Perspective	☐	Oxford	1998
4.	Robert, A.	River Processes: An Introduction to Fluvial Dynamics	☐	Routledge	2014
5.			☐		

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

There will be a modest fee for the field trip transportation and accomodation costs. All-weather clothing for field trips, camera, waterproof note book.

Typical Evaluation Methods and Weighting

Final exam:	35%	Assignments:	%	Midterm exam:	25%	Practicum:	%
Quizzes/tests:	%	Lab work:	25 %	Field experience:	%	Shop work:	%
Project/field trip report:	15%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

1. Topics covered in this course may include:History of Fluvial Geomorphology
2. Drainage Basins and Stream Networks
3. Open Channel Flow – basic fluid mechanics principles
4. Hydraulic Geometry
5. Sediment Erosion, Transport, and Depositon
6. Bedforms and Sedimentary Structures
7. Channel Planforms – Straight, Meandering, Wandering Gravel Bed, Braided, etc.
8. Application of Fluvial Geomorphology/Sedimentology to understanding environmental change

Memo for Course Changes

To: Lucy Lee, Dean, Faculty of Science
Caroline Majeau, Administrative Assistant
Allan Arndt, Curriculum Committee Chair

Cc: Alisa Webb, Associate Dean of Arts, Chair College of Arts Curriculum Committee
Lisa Matty, Committees Assistant (Auxiliary)

From: Steven Marsh, Department Head, Geography and the Environment

Date: December 1, 2016

Subject: Proposal for revision of Geography 303

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:

TOTAL HOURS – The number of hours is increased from 75 to 90 hours, added to the lab and field experience categories. This change in hours will:

- **Enable more time to introduce a laboratory exercise and facilitate discussion time at the end of the lab session. This will allow the laboratory content to be fully integrated with the theoretical content.**
- **Facilitate outdoor learning experiences during "lab" time. Increased lab time will allow students to meet for field trips during class time rather than on weekends. It would expand opportunities to use natural learning environments to promote experiential learning. This would also benefit students who are often working on weekends and have to schedule weekend field trips over work obligations.**
- **Allow more time for review of relevant math, statistics, chemistry, and physics principles related to lab activities. At present this is often rushed. This additional review time will elevate student abilities to investigate and understand physical geography and lead to increased student success.**

TITLE – Changed to reflect the environmental focus of the course and better reflect its content.

CALENDAR DESCRIPTION – Reworded to meet 40 word limit

PRE-REQUISITES – added BIO 219 which is cross-listed with GEOG 219 with same learning outcomes so it is logical to also include it as a pre-requisite

LEARNING OUTCOMES – Significantly reworked to read as learning outcome statements. Added learning outcomes that relates to indigenization and another that relates to student reflections of their learning. These additions align with both program and institutional learning outcomes. Other changes to learning outcomes acknowledge the broader skills and techniques students will be able to achieve on course completion.

DELIVERY METHODS & TEXTS – Minor changes to delivery methods to reflect actual classroom teaching and learning strategies. The texts have been updated to reflect current editions.
EVALUATION METHODS - Updated to reflect actual assessment methods used in recent offerings.

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

   LO 1 aligns with knowing and learning

   LO2 aligns with knowing and learning, investigating and problem solving

   LO3 aligns with knowing, learning, Investigating & problem solving

   LO4 aligns with investigating & problem solving

   LO5 aligns with investigating & problem solving

   LO6 aligns with knowing and learning

   LO7 aligns with communicating

   LO8 aligns with communicating

   LO9 aligns with communicating

   LO10 aligns with self-directing & collaborating

   GATE's program learning outcomes are aligned 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? **NA**
5. Which program areas have been consulted about the change(s)? **GATE**
6. What consideration has been given to indigenizing the curriculum? **This course includes a learning outcome about appreciating traditional indigenous knowledge of the physical landscape (LO6). This has been included so that students explore issues of indigenous knowledge and use that new appreciation in collaboration with western scientific approaches.**
7. If this course is not eligible for PLAR, explain why: **NA**
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 - **NA**

b. Class size limit **NA**

c. Frequency of offering - **NA**

d. Resources required (labs, equipment) – **NA**

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

   YES. Local field trips offered during class time will be solely funded by the student who will be responsible for their individual gas or transit costs. The department will cover mileage costs for the instructor. Weekend field trips outside of the Lower Mainland will be funded as follows: bus transportation 50% students, 50% department; accommodation costs 100% students.

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

    $100-$150 depending on type of field trip

ORIGINAL COURSE IMPLEMENTATION DATE: April 2008

REVISED COURSE IMPLEMENTATION DATE:

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

Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GEOG 303	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Environmental Hydrology **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Geography and the Environment

Calendar Description:
This course will investigate hydrological processes, the impact of climate change on the hydrological cycle, water resource management and concerns of water quality. The impact of human use on the hydrology of a region will be addressed.

Note: Field trips outside of class time will be required. Please refer to the department website for field trip scheduling information.

Prerequisites (or NONE):	One of GEOG 201, GEOG 202, or GEOG 219/BIO 219.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☒ No

To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 90

Typical structure of instructional hours:

Lecture hours	25
Seminars/tutorials/workshops	
Laboratory hours	35
Field experience hours	30
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: Student directed learning	
Total	**90**

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.): Once every 3 years

Department / Program Head or Director: Steven Marsh	**Date approved:**
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Dean/Associate VP:	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

1. Articulate the processes involved in the hydrologic cycle.
2. Apply hydrologic principles to explain the hydrology of a specific environment, both qualitatively and quantitatively.
3. Predict the response of a specific hydrologic environment to climate change.
4. Apply physical and human geographic perspectives to address complex hydrologic and environmental issues.
5. Apply appropriate geographic skills and techniques (data collection and analysis, mapping, GIS, etc) to solve real-world problems.
6. Appreciate indigenous perspectives of the water and land;
7. Demonstrate numerical, written and, verbal competency in the scientific arena,
8. Use professional, ethical and respectful communication to work effectively and productively in team settings.
9. Utilize communication strategies to report findings to multiple audiences;
10. Critically reflect upon your learning from individual and group interactions, in-class discussions, field work and related research.

Prior Learning Assessment and Recognition (PLAR)

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

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

Instructional methods include lectures and/or problem-based learning strategies, laboratory (or data collection/analysis) activities, self-directed learning, and field trips.

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.	Davie, T. Davie, T.	Fundamentals of Hydrology. (2nd edition or most recent edition)	☐	Routledge	2008
2.					
3.	Arnell, N.	Hydrology and Global Environmental Change	☐	Prentice Hall	2001
4.	Ward, AD, Trimble, SW, Burckhard, SR and Lyon, JG	Environmental Hydrology (3rd Edition)	☐	CRC Press	2015
5.	Han, D.	Concise Hydrology	☐	Dawei Han and Ventus Pub.	2010

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

There may be a fee for field trip transportation and accommodation costs, if applicable.

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	30%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	15 %	Field experience:	%	Shop work:	%
Reflective journal:	15%	Presentation:	20%%	Poster:	20%	Total:	1000%

Details (if necessary):

Typical Course Content and Topics

Traditional course delivery:

The course may be offered using a traditional delivery method that uses lectures, lab exercises, discussion of journal articles, and field trips. Course breakdown is as follows:

Week 1 – Course introduction
Week 2 – The Hydrologic Cycle
Week 3 – Precipitation
Week 4 – Evaporation
Week 5 – Storage
Week 6 – Run-off
Week 7 – Streamflow analysis and modelling
Week 8 – The Unit hydrograph
Week 9 – Water quality
Week 10 – Water resource management

Week 11 – Climate change and the hydrological cycle
Week 12 – Student presentations and posters
Week 13 – Student presentations and posters

Lab exercises will be in the format of primary data collection and analysis activities. These activities will be assessed as formal lab exercises/reports. Students will be involved in all aspects of the data collection and analysis process. The lab content for the course is as follows:

1. Project design (Week 1)
2. Project implementation (Week 2)
3. Data collection (Weeks 3-8) – students will be collecting data on precipitation, evaporation, run-off, soil moisture, temperature, humidity, and other parameters as appropriate
4. Data analysis (Weeks 4-10) – analysis of the collected data will occur in conjunction with continued data collection activities and be completed following collection period

Course delivered using PBL:
This course may also be offered using a modified problem-based learning strategy and as such much of the learning and content of the course will be largely determined by the students. Students will be introduced to a real-world problem at the beginning of the course and will then be responsible for determining the strategies and content required to meet the course learning outcomes while answering the posed question. Depending on the problem, fieldtrips to the study site will be arranged. Short mini lessons on key topics will be given by the instructor to guide the students' learning with the remainder of the content resulting from student investigation of the topic. The instructor will facilitate the learning environment and provide key direction, mini lessons, and background information. The content covered will mirror that covered in a traditional course model but organization will be somewhat fluid and a weekly breakdown is not possible (due to the PBL delivery mode). Topics to be covered (although not in necessarily in this order):

- Properties of water
- The hydrological cycle
- Water balance
- Watershed analysis
- Hydrological processes (precipitation, evaporation, infiltration, interception, soil moisture, run-off)
- Water quality
- Managing water resources
- Human impacts on the hydrological cycle
- Climate change and the hydrological cycle

Data Collection and analysis activities (similar to labs):
Students will be required to undertake primary data collection and analysis activities to answer the posed question. They will be involved in the following activities which will be assessed in a manner similar to traditional labs (equivalent to eight labs) but will also be incorporated into the final project write-up. The data collection and analysis activities are:

1. Project design (Week 1)
2. Project implementation (Week 2)
3. Data collection (Weeks 3-8) – students will be collecting data on precipitation, evaporation, run-off, soil moisture, temperature, humidity, and other parameters as appropriate
4. Data analysis (Weeks 4-10) – analysis of the collected data will occur in conjunction with continued data collection activities and be completed following collection period

Memo for Course Changes

To: Lucy Lee, Dean, Faculty of Science
Caroline Majeau, Administrative Assistant
Allan Arndt, Curriculum Committee Chair

Cc: Alisa Webb, Associate Dean of Arts, Chair College of Arts Curriculum Committee
Lisa Matty, Committees Assistant (Auxiliary)

From: Steven Marsh, Department Head, Geography and the Environment

Date: December 1, 2016

Subject: Proposal for revision of Geography 304

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:

   TOTAL HOURS – The total hours for this course have been reduced from 75 hours to 60 hours. This reflects the increased efficiencies gained from the problem-based learning approach which no longer requires the course to be taught as a lecture and lab format. Only minor changes to the learning outcomes are needed (see below) in light of this change to hours. The learning outcomes can be met through the various assessment methods in a reduced time. The quantitative nature of this course will be maintained. The course has been taught in both a PBL and traditional format and the efficiencies of the PBL format have been demonstrated. In addition, not all science courses need a formal lab period to meet learning outcomes. Finally, the evaluation methods have been altered to reflect the reduction in hours.

   TITLE – Removal of 'the' to meet 30 character limit and altered to include the focus of climate change.

   CALENDAR DESCRIPTION – Reworded to meet 40 word limit

PRE-REQUISITES – added BIO 219 which is cross-listed with GEOG 219 with same learning outcomes so it is logical to also include it as a pre-requisite

LEARNING OUTCOMES – Modified to explicitly include a learning outcome related to indigenization and one related to student reflections of their learning. These additions align with both program and institutional learning outcomes. The remaining outcomes have been reworded for increased clarity and to include the focus of climate change.

DELIVERY METHODS & TEXTS – Minor changes to delivery methods to reflect the PBL approach. The texts have been updated to reflect move from textbook to academic journal materials. Those presented may form the required readings for the course.

EVALUATION METHODS - Updated to reflect actual assessment methods used in recent offerings and reflect reduction in total hours.

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 for GEOG 304 align with program learning outcomes as follows:**

   LO 1 aligns with knowing and learning

   LO2 aligns with Investigating & problem solving

   LO3 aligns with knowing and learning

   LO4 aligns with learning, investigating & problem solving

   LO5 aligns with investigating & problem solving

   LO6 aligns with communicating

   LO7 aligns with communicating and self-directing & collaborating

   LO8 aligns with self-directing & collaborating

   GATE's program learning outcomes are aligned 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? **NO**
5. Which program areas have been consulted about the change(s)? **NA**
6. What consideration has been given to indigenizing the curriculum? **This course has explicitly included a learning outcome about indigenous knowledge related to the coastal environment (LO4). This has been included to explicitly require students to explore issues surrounding indigenous knowledge and use that new understanding in collaboration with western scientific approaches. The students, therefore, will be able to address scientific problems from a variety of world views.**
7. If this course is not eligible for PLAR, explain why: **NA**
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: **The reduction of total hours from 75 to 60 hours will result in an increase from 25 to 28 seats for this course (and associated change in section weighting to 1 section). This will have a positive impact on the area 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? **Field trips are required for this course and will take place at a single location in the Lower Mainland (south Surrey and Delta areas). Field trips are solely funded by the student in this case as they meet the instructor at the field site. The department covers mileage costs of the instructor.**

10. Estimate of the typical costs for this course, including textbooks and other materials: **The main costs for students is travel to the field site and estimated to be $75. There are no other costs associated with this course as no text book is used.**

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2005
REVISED COURSE IMPLEMENTATION DATE: May 2014
COURSE TO BE REVIEWED: (six years after UEC approval) May 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.

Course Code and Number: GEOG 304	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Coasts and Climate Change **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Geography and the Environment

Calendar Description:

The coastal zone represents one of the most dynamic and complex environments on the earth's surface. This course will investigate the complex interactions between people, coastal processes and landform zones in times of environmental change and sea-level rise.

Note: Field trips outside of regular class times may be required. Please refer to the department website for scheduling information.

Prerequisites (or NONE):	One of GEOG 201, GEOG 202, GEOG 219/BIO 219.
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s): **GEOG 302 if taken prior to 2005**
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**.

Total Hours: 60
Typical structure of instructional hours:

Lecture hours	5
Seminars/tutorials/workshops	
Laboratory hours	
Field experience hours	20
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: Student-directed learning	35
Total	**60**

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): 28

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

Department / Program Head or Director: Steven Marsh	**Date approved:**
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Dean/Associate VP: Dr. Lucy Lee	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

1. Articulate the physical processes operating in the coastal environment;
2. Assess climate change threats facing a coastal community and design strategies to mitigate these problems;
3. Appreciate indigenous perspectives of the coastal landscape;
4. Evaluate the roles of various stakeholders in a specific environment and discuss key management concerns;
5. Apply the appropriate geographic skills and techniques (field methods, data analysis, ethics, mapping, GIS, survey design etc.) to solve climate change problems facing a coastal region.;
6. Demonstrate numerical, written, and verbal competency in the scientific arena;
7. Use professional, ethical and respectful communication to work effectively and productively in team settings
8. Utilize communication strategies to report findings to multiple audiences;
9. Critically reflect upon your learning from individual and group interactions, in-class discussions, field work and related research.

Prior Learning Assessment and Recognition (PLAR)

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

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

Instructional methods include problem-based learning, student-led and self-directed learning, classroom discussions, presentations, and field excursions to assess, test and to gauge perception of the locality to the threats associated with climate change and rising sea level.

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.	Pethick, J. .	*Coastal management and sea level rise*.	☐		2001
2.	Alexander, K., Ryan, A. & Measham, T.	Managed retreat of coastal communities: understanding responses to sea level rise	☐		2012
3.	Government of British Columbia	Sea level rise adaptation primer	☐		2013
4.	Government of British Columbia	Guidelines for Management of Coastal Flood Hazard Land Use	☐		2011
5.	IPCC	Climate Change 2014: Synthesis Report	☐		2014

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

There may be a fee for field trip costs for this course.

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	65%	Midterm exam:	%	Practicum:	%
Reflective journal:	15%	Participation:	10%	Field experience:	10%	Total:	100%

Details (if necessary):

Breakdown of assignments (65%):
Report (individual) 40%
Presentation (team) 15%
Discussion facilitation (team) 10%

Typical Course Content and Topics

This course will be offered using a modified problem-based learning strategy and as such much of the learning and content of the course will be largely determined by the students. Students will be introduced to a real-world problem at the beginning of the course and will then be responsible for determining the strategies and content required to meet the course learning outcomes while answering the posed question. Real world problems will investigate coastal issues in the local area and will be supported by field work. Short mini lessons on key topics may be given by the instructor to guide the students' learning at the request of the students with the remainder of the content resulting from student investigation of the topic. The instructor will facilitate the learning environment and provide key direction, mini lessons, and background information. The content covered will be based on student investigation and a weekly breakdown is not possible (due to the PBL delivery mode). Topics likely to be covered include:

- Coastal processes (waves, currents, tides)
- Coastal landforms
- Sediment transport
- Climate change predictions
- Human impact on the coast
- Coastal management
- Field survey methods
- Ethics and social science survey design
- Data analysis

Memo for Course Changes

To: Lucy Lee, Dean, Faculty of Science
Caroline Majeau, Administrative Assistant
Allan Arndt, Curriculum Committee Chair

Cc: Alisa Webb, Associate Dean of Arts, Chair College of Arts Curriculum Committee
Lisa Matty, Committees Assistant (Auxiliary)

From: Steven Marsh, Department Head, Geography and the Environment

Date: December 1, 2016

Subject: Proposal for revision of Geography 307

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 total hours for the course has been increased from 75 to 90, added to the lab and field experience categories. This change in hours will:**
   - **Enable more time to introduce laboratory exercises that often involve the analysis of large climate data sets and to facilitate greater discussion at the end of the lab session. This will allow the laboratory content to be fully integrated with theoretical content.**
   - **Facilitate outdoor learning experiences off campus during class time. Increased lab time will allow for more in –class field excursions to the urban core of Abbotsford rather than scheduling such trips on weekends. This will benefit students that work on weekends.**
   - **Allow for review of relevant math, physics and basic weather climate concepts that students would often have had to do on their own. This will likely lead to greater student success.**

Title – changed to make the title more obvious for students for the topic that is covered in the class.

Calendar description - Has been reworded to make accurately reflect course content

Prerequisites – Have been changed to 45 university level credits to allow students from other programs to take this course as an elective.

Learning Outcomes – learning outcomes have been reworded to better reflect how the course is has been taught and to acknowledge the broader skills and techniques students will be able to achieve on course completion.

Delivery Methods and Texts – minor changes including updated texts.

Evaluation methods – updated to reflect recent methods used in courses.

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 have been updated to better align with learning outcomes of the program categories which are: knowing, learning, investigating & problem solving, communicating, and self-directing & collaborating.**

   GATE's program learning outcomes are aligned 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? **No**
5. Which program areas have been consulted about the change(s)? GATE
6. What consideration has been given to indigenizing the curriculum? **Traditional indigenous knowledge and ways of knowing related to climate will be incorporated within the course.**
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? **Field trips will be required. Field trips are funded with students paying 50% of costs and the department paying 50% of the costs. Where students meet faculty at the field location transportation costs are borne by the student and mileage for the faculty is covered by the department.**
10. Estimate of the typical costs for this course, including textbooks and other materials: **Student transportation costs will be between $50 and $75. There is no required text for the course.**

ORIGINAL COURSE IMPLEMENTATION DATE: January 2006

REVISED COURSE IMPLEMENTATION DATE:

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

Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GEOG 307	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Climates of Cities **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Geography and the Environment

Calendar Description:

An exploration of the climatic effects of urbanization with a focus on the collection and analysis of urban climate data. Human-weather interaction in the urban setting including the degradation of the urban atmosphere and potential mitigation techniques are investigated

Prerequisites (or NONE):	One of the following: GEOG 201, GEOG 219/BIO 219, or 45 university-level credits. Note: As of January 2018, prerequisites will change to: 45 university-level credits.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

Transfer Credit

Transfer credit already exists: ☐ Yes X☐ No

Transfer credit requested (OReg to submit to BCCAT):
☐ Yes X☐ No (if yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes X ☐ No

To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 90

Typical structure of instructional hours:

Lecture hours	45
Seminars/tutorials/workshops	
Laboratory hours	20
Field experience hours	25
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**90**

Special Topics

Will the course be offered with different topics?
☐ Yes X☐ 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.): Once every other year.

Department / Program Head or Director: Steven Marsh	**Date approved:**
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Dean/Associate VP:	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

1. Demonstrate written, oral and numerical competency in the science of urban climates
2. Explain the anthropogenic processes that influence the spatial and temporal variability of climate in urban environments.
3. Collect weather data in order to assess the spatial and temporal variability of urban climate.
4. Conduct quantitative analysis of climatological data collected within the urban environment.
5. Describe methods that may be utilized to mitigate anthropogenic effects on climate within urban environments.
6. Create a piece of research on a self-selected topic and communicate the results in oral and written formats.
7. Explain the air pollution climatology of southwestern British Columbia
8. Assess the health effects of air pollutants.
9. Create a sampling protocol to assess the spatial variation of the urban climate.
10. Critically reflect on your learning from in-class discussion, field work and related research.
11. Complete a formal field report.

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 may include lectures, guest speakers, class discussions, weekly labs, oral presentations and the collection of field data.

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.	De Dear, Richard, et al.	Biometeorology and Urban Climatology at the turn of the millennium: selected papers from the conference ICB-ICUC'99	☐	Geneva: World Meteorological Society	1999
2.	Moussiopoulos, N.	Air Quality in Cities	☐	New York: Springer	2003
	Gartland, Lisa	Heat Islands. Understanding and Mitigating Heat in Urban Areas.	☐	Earthscan	2008
4.	Oke, T.R.	Boundary Layer Climates	☐	New York: Routeledge	1987
5.	T.R. Oke, G. Mills, A. Christen, J.A. Voogt	.Urban Climates	☐	Cambridge University Press	2017

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

None.

Typical Evaluation Methods and Weighting

Final exam:	25%	Assignments:	30%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	30%	Field experience:	%	Shop work:	%
Reflection Journal:	15%	Other:	%	Other:	%	Total:	1000%

Details (if necessary):

Typical Course Content and Topics

Lecture Topics:

1. Introduction to the science of urban climates.
2. Radiation and energy balance within an urban environment.
3. Anthropogenic heat production and heat islands.
4. Urban roughness and effects on circulation in urban environments.
5. Urban effects on cloud development and precipitation.
6. Climate effects on urban hydrology.
7. Air pollution climatology.
8. Health impacts from air pollution in urban centres.
9. Mitigation of the negative effects of urban cimates
10. Urban forestry as a mitigation technique.

11/12. Student presentations.

Memo for Course Changes

To: Lucy Lee, Dean, Faculty of Science
Caroline Majeau, Administrative Assistant
Allan Arndt, Curriculum Committee Chair

Cc: Alisa Webb, Associate Dean of Arts, Chair College of Arts Curriculum Committee
Lisa Matty, Committees Assistant (Auxiliary)

From: Steven Marsh, Department Head, Geography and the Environment

Date: December 1, 2016

Subject: Proposal for revision of Geography 308

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 total hours for the course has been increased from 75 to 90, added to the lab and field experience categories. This change in hours will:**
   - **Enable more time to introduce laboratory exercises that often involve the analysis of large climate data sets and to facilitate greater discussion at the end of the lab session. This will allow the laboratory content to be fully integrated with theoretical content.**
   - **Facilitate outdoor learning experiences off campus during class time. Increased lab time will allow for more in –class field excursions rather than scheduling such trips on weekends. This will benefit students that work on weekends.**
   - **Allow for review of relevant math, physics and basic weather climate concepts that students would often have had to do on their own. This will likely lead to greater student success.**

   Calendar description - The reference to field trips has been identified as a note and separate from the description.

Prerequisites – Have been changed to 45 university level credits to allow students from other programs to take this course as an elective.

Learning Outcomes – learning outcomes have been reworded to better reflect how the course is has been taught and to acknowledge the broader skills and techniques students will be able to achieve on course completion.

Delivery Methods and Texts – minor changes including updated texts.

Evaluation methods – updated to reflect recent methods used in courses.

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 have been updated to better align with learning outcomes of the program categories which are: knowing, learning, investigating & problem solving, communicating, and self-directing & collaborating.**

   GATE's program learning outcomes are aligned 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? No
5. Which program areas have been consulted about the change(s)? GATE
6. What consideration has been given to indigenizing the curriculum? **Traditional indigenous knowledge and ways of knowing related to climate will be incorporated within the course.**
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? **Field trips will be required. Field trips are funded with students paying 50% of costs and the department paying 50% of the costs. Where students meet faculty at the field location transportation costs are borne by the student and mileage for the faculty is covered by the department.**
10. Estimate of the typical costs for this course, including textbooks and other materials: **Student transportation costs will be between $50 and $75. There is no required text for the course.**

ORIGINAL COURSE IMPLEMENTATION DATE: January 2008
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: (six years after UEC approval) May 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.

Course Code and Number: GEOG 308	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Climate Change and Variability **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Geography and the Environment

Calendar Description:

This course investigates the causes and characteristics of regional and global climate change and variability. The significance of understanding past climates and their reconstruction is addressed. Environmental and socio-economic impacts of climate change, policy responses to climate change, and mitigation and adaptation strategies are examined.

Note: Field trips outside of class time will be required. Please refer to the department website for field trip scheduling information.
Note: Students with credit for GEOG 401 cannot take this course for further credit.

Prerequisites (or NONE):	One of the following: GEOG 201, GEOG 219/BIO 219, or 45 university-level credits. Note: As of January 2018, prerequisites will change to: 45 university-level credits.
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s): **GEOG 401**
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 X☐ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes X☐ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes X☐ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 90
Typical structure of instructional hours:

Lecture hours	45
Seminars/tutorials/workshops	
Laboratory hours	30
Field experience hours	15
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**90**

Special Topics
Will the course be offered with different topics?
☐ Yes X☐ 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.): Once every other year

Department / Program Head or Director: Steven Marsh	**Date approved:**
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Dean/Associate VP:	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

1. Conduct quantitative analysis of climatological data for indications of climate change and variation.
2. Critically analyze both the scientific evidence and the scientific uncertainties associated with global climate change.
3. Describe and assess the potential impacts of global climate change and possible responses to these impacts.
4. Navigate the contentious politics surrounding the debate over global climate change.
5. Explain the science behind the reconstruction of past climates.
6. Source and interpret climate observations and related that are collected from third party sources.
7. Describe the mechanisms that force climate and the role they have played both in the past and currently.
8. Assess the potential impacts from global warming for a local community.
9. Critically reflect upon your learning from in-class discussions, field work and related research.
10. Demonstrate written, oral and numerical competency in the complex science of climate change.
11. Discuss the role that ethics play in how climate change is presented on the world stage.

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 may involve lectures, group discussions, assigned readings, oral presentations, field work, and guest speakers.

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

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.	Houghton, J.	Global Warming: The Complete Briefing	X☐	Cambridge University Press	2015
2.	Weaver, Andrew	Keeping Our Cool. Canada in a Warming World	☐	Viking	2008
3.	Stephen Peake and Joe Smith	Climate Change: From Science to Sustainability	☐	Oxford University Press	2009
4.	IPCC	Climate Change 2013: The Physical Science Basis	☐	Cambridge University Press	2014
5.	Flannery, T.	The Weather Makers	☐	Harper Collins	2005

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

None.

Typical Evaluation Methods and Weighting

Final exam:	25%	Assignments:	30%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	30%	Field experience:	%	Shop work:	%
Reflection Journal:	15%	Other:	%	Other:	%	Total:	0%

Details (if necessary):

Typical Course Content and Topics

Week 1 - Introduction to the Science and Perception of Climate Change
Week 2 - The Science of Climate Forcing Mechanisms from Natural to Anthropogenic Processes
Week 3 - Natural Variations in Climate, From El Nino to the North Pacific Decadal Oscillation
Week 4 - Climates of the Paleozoic – Snowball Earth, evidence and mechanisms.
Week 5 - Climates of the Mesozoic - Hothouse Earth, evidence and mechanisms
Week 6 – Climates of the Cenozoic – Hothouse to Ice house, evidence and mechanisms.
Week 7 – Climate and Human Civilizations through the Holocene.
Week 8 – The Carbon Theory of Climate and Global Warming
Week 9 – Future Impacts of a Changing Climate
Week 10 – Mitigation of Future Climate Changes
Week 11 – Adaptation to Future Climate Changes
Week 12 – Student Presentations

Memo for Course Changes

To: Lucy Lee, Dean, Faculty of Science
Caroline Majeau, Administrative Assistant
Allan Arndt, Curriculum Committee Chair

Cc: Alisa Webb, Associate Dean of Arts, Chair College of Arts Curriculum Committee
Lisa Matty, Committees Assistant (Auxiliary)

From: Steven Marsh, Department Head, Geography and the Environment

Date: December 1, 2016

Subject: Proposal for revision of Geography 315

1. Summary of changes (select all that apply):
   - ☐ Six-year review
   - ☐ Number and/or course code
   - X Credits and/or total hours
   - X Title
   - X Calendar description
   - ☒ Prerequisites and/or co-requisites
   - X Frequency of course offering
   - X 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:
   Contact hours for the course were changed from 75 to 90 class contact hours. Increasing the contact hours to 90 hours will:
   - Enable more time to introduce an exercise and finish with discussion.
   - Facilitate outdoor learning experiences during "lab" time.
   - Afford the use of more involved/complicated exercises that will improve experiential learning in a laboratory setting.
   - Allow more time for review of relevant math, statistics, chemistry, and physics principles.

   Other small changes include an update to the textbook publication year, course evaluation method, and typical course content. The course name was changed from “Soil Process and Function” to “Soilscapes” to reflect the prominent theme of the course, give it a more geographical slant, and to make the course sound appealing to a broader group of students. Pre-requisites have been modified to increase student access to the course. Evaluation methods have been modified to mirror current assessment methods and texts have been updated.

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

   Changes proposed are not substantial but instead clarify language around learning outcomes. The learning outcomes for GEOG 315 are aligned with the learning outcomes of Geography and the Environment.

   GATE's program learning outcomes also align 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?

   No

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

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

   Learning outcomes include:

   Appreciate the value of soil from different perspectives including indigenous cultures.

7. If this course is not eligible for PLAR, explain why: NA
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 - NA
   b. Class size limit - NA
   c. Frequency of offering - NA
   d. Resources required (labs, equipment) - Samples collected will be sent to an off campus lab for analysis to increase student opportunities for data analysis. These lab costs are approximately $800.
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

   Students meet in the field and provide their own transportation. There are typically no costs associated with field trips except for faculty mileage to prepare field trips and run them with students.

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

    Textbook options range in cost from $90-$160.

    Rite in the Rain notebook costs about $10

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: Winter 2009
REVISED COURSE IMPLEMENTATION DATE: September 2016
COURSE TO BE REVIEWED: (six years after UEC approval) April 2012
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.

Course Code and Number: GEOG 315	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Soilscapes **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Geography and the Environment

Calendar Description:

Soils result from the interface of bedrock and biota regulated by climate. In this course you will learn how soils vary along environmental gradients across the landscape according to physical, chemical, and ecological processes that define key soil horizons.

Note: Field trips outside of class time will be required. Please refer to the department website for field trip scheduling information.

Prerequisites (or NONE):	One of the following: AGRI 204, AGRI 220, BIO 201, BIO 202, BIO 203, BIO 210, BIO 220, CHEM 213, CHEM 214, CHEM 221, CHEM 241, GEOG 201, GEOG 202, GEOG 211, GEOG 219/BIO 219, GEOG 252, GEOG 253 or GEOG 257/CMNS 257.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)

Former course code/number: **N/A**

Cross-listed with: **N/A**

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**.

Total Hours: 90

Typical structure of instructional hours:

Lecture hours	26
Seminars/tutorials/workshops	12
Laboratory hours	20
Field experience hours	20
Experiential (practicum, internship, etc.)	
Online learning activities	12
Other contact hours:	
Total	**90**

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: Steven Marsh	**Date approved:** October 8, 2015
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Dean/Associate VP: Lucy Lee	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

1. Show familiarity with soil classification at regional and global scales;
2. Assess soil-mediated nutrient cycles and how they support primary productivity and biodiversity;
3. Interpret and properly log soil profiles;
4. Use relevant data analysis and presentation software;
5. Write an advanced laboratory/field report;
6. Appreciate the value of soil from different perspectives including indigenous cultures.

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)

Course format will include lectures, discussions, laboratory sessions, field trips, and the use of Blackboard Learn.

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.	Brady, N.C. & Weil, R.	Elements of the Nature and Properties of Soils (3rd Edition)	☒	Pearson	2010
2.			☐		
3.			☐		
4.			☐		
5.			☐		

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

Laboratory and field notebook

Typical Evaluation Methods and Weighting

Final exam:	20%	Assignments:	%	Midterm exam:	20%	Practicum:	%
Quizzes/tests:	%	Lab assignments:	20%	Field experience:	%	Shop work:	%
Research Report:	20%	Research notebook:	10%	Participation	10%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Tentative lecture schedule

Week	Topic
1	Introduction to soil
2	Soil formation
3	Soil classification
4	Physical properties of soil
5	Field descriptions of soil profiles r
6	Soil water
7	The hydrologic cycle
8	Soil air and temperature
9	Soil colloids
10	Soil acidity, alkalinity, and salinity
11	Ecology of soil
12	Soil organic matter
13	Soil nutrient cycles

Each course offering includes a minimum of eight laboratory/field activities. Examples of such activities include a field assessment of wetland sediments as archives of past environmental change, and opportunities to process field-collected samples to identify microfossils (e.g., pollen, diatoms, and testate amoebae). Computer-assisted exercises provide practice with quantitative methods. Blackboard Learn is used to organize course material, discuss course topics, complete fossil-identification exercises, and write exams.

Memo for Course Changes

To: Lucy Lee, Dean, Faculty of Science
Caroline Majeau, Administrative Assistant
Allan Arndt, Curriculum Committee Chair

Cc: Alisa Webb, Associate Dean of Arts, Chair College of Arts Curriculum Committee
Lisa Matty, Committees Assistant (Auxiliary)

From: Steven Marsh, Department Head, Geography and the Environment

Date: December 1, 2016

Subject: Proposal for revision of Geography 319

1. Summary of changes (select all that apply):
   - ☐ Six-year review
   - ☐ Number and/or course code
   - x Credits and/or total hours
   - ☐ Title
   - x Calendar description
   - x Prerequisites and/or co-requisites
   - x Frequency of course offering
   - x Learning outcomes
   - x Delivery methods and/or texts and resource materials
   - ☒ PLAR options, grading system, and/or evaluation methods
   - ☐ Discontinuation of course
   - ☐ Other – Please specify:

2. Rationale for change:

   Course description has been rewritten to be more concise (around 40 words) and the learning outcomes have been updated to make them more in line with currently accepted rubrics for crafting learning outcomes.

   Contact hours for the course were changed from 75 to 90 class contact hours. Increasing the contact hours to 90 hours will:

   - Enable more time to introduce an exercise and finish with discussion.
   - Facilitate outdoor learning experiences during "lab" time.
   - Afford the use of more involved/complicated exercises that will improve experiential learning in a laboratory setting.
   - Allow more time for review of relevant math, statistics, chemistry, and physics principles.

   Other small changes include an update to a new textbook (freely available online), course evaluation method, and typical course content.

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

   Changes proposed are not substantial but instead clarify language around learning outcomes. The learning outcomes for BIO/GEOG 319 are aligned with the learning outcomes of Geography and the Environment and Biology. GATE's program learning outcomes are also aligned 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?

   No

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

   GATE and Biology

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

   Learning outcomes include:

   Appreciate the value of wetlands to society and from multiple perspectives, including First Nations.

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 - NA
   b. Class size limit - NA
   c. Frequency of offering - NA
   d. Resources required (labs, equipment) - NA
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

   Students meet in the field and provide their own transportation. There are typically no costs associated with field trips except for faculty mileage to prepare field trips and run them with students.

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

    Textbook is free.

    Rite in the Rain notebook costs about $10

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2008

REVISED COURSE IMPLEMENTATION DATE:

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

Course outline form version: 11/22/13

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GEOG 319 **Number of Credits:4** Course credit policy (105)

Course Full Title: Swamps and Bogs
Course Short Title:

Faculty: Faculty of Social Sciences | **Department (or program if no department):** Geography and the Environment

Calendar Description:

Swamps, bogs, and other types of wetlands provide essential ecosystem functions to watersheds that support them. Using hydrology, soils, and vegetation, learn how to delineate wetland boundaries and assess biogeochemical cycling along environmental gradients. Field trips outside of class time are required.

Note: Field trips outside of class time will be required. Please refer to the department website for field trip scheduling information.

Note: This course is offered as GEOG 319 (formerly GEOG 417) and BIO 319 (formerly BIO 417). Students may take only one of these for credit.

Prerequisites (or NONE): One of the following: AGRI 204 or 220; BIO 201, 202, 203, 210, or 220; CHEM 213, 214, 221, or 241; GEOG 201, 202, 211, 219, 252, or 253; or GEOG 257/CMNS 257.

Corequisites (if applicable, or NONE): None

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

Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with: **BIO 319**

Equivalent course(s): **BIO 319, GEOG 417/BIO 417**

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

Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OReg to submit to BCCAT):

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

Resubmit revised outline for articulation: ☐ Yes ☒ No

To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 90

Typical structure of instructional hours:

Lecture hours	26
Seminars/tutorials/workshops	12
Laboratory hours	20
Field experience hours	12
Experiential (practicum, internship, etc.)	
Online learning activities	12
Other contact hours:	
Total	**90**

Special Topics

Will the course be offered with different topics?

☐ Yes ☒ No

If yes,

Different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 25

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

Department / Program Head or Director: Steven Marsh	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Faculty Council approval	**Date approved:**
Dean/Associate VP: Dr. Lucy Lee	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes
Upon successful completion of this course, students will be able to:
1. Classify wetlands according to guidelines created by the BC Ministry of Forests, among others;
2. Identify the distribution of wetlands within watersheds of British Columbia;
3. Explain biogeochemical cycles that regulate wetland form and function;
4. Determine field characteristics that define wetland boundaries (wetland delineation);
5. Describe organic sediments/soils in the field;
6. Identify wetland plants;
7. Identify amphibians and other wildlife that frequent wetlands;
8. Evaluate ecosystem services that wetlands provide; and
9. Appreciate the value of wetlands to society and from multiple perspectives, including First Nations.

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, presentations, discussions, laboratory sessions, field trips, and the use of Blackboard Learn.

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 Edition	Place of Publication	Year Published
1.	McKenzie and Moran	Wetlands of British Columbia: A Guide to Identification	☐	BC Ministry of Forests, Victoria	2004
2.	Articles from peer-reviewed journals and government reports.		☐		2012
3.			☐		
4.			☐		
5.			☐		

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

Waterproof field notebook.

Typical Evaluation Methods and Weighting

Final exam:	20%	Assignments:	20 %	Midterm exam:	20%	Practicum:	%
Quizzes/tests:	10%	Lab work:	%	Field experience:	0%	Shop work:	%
Presentation:	5%	Research paper	15%	Participation	10%	Total:	100%

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

Typical Course Content and Topics

Each course offering includes a minimum of eight laboratory/field activities. Examples of such activities include a field assessment of wetland sediments as archives of past environmental change, and opportunities to process field-collected samples to identify microfossils (e.g., pollen, diatoms, and testate amoebae). Computer-assisted exercises provide practice with quantitative methods. Blackboard Learn is used to organize course material, discuss course topics, complete fossil-identification exercises, and write exams.
1. Wetlands: Human History, Use, and Science
2. Wetland Definitions with Global Examples
3. Wetland Hydrology
4. Wetland Biogeochemistry
5. Biological Adaptations to the Wetland Environment
6. Wetland Ecosystem Development
7. Wetland Classification
8. Human Impacts and Management of Wetlands
9. Climate Change and Wetlands
10. Values and Valuation of Wetlands
11. Wetland Creation and Restoration
12. Treatment Wetlands

13. Wetland Laws and Protection

ORIGINAL COURSE IMPLEMENTATION DATE:	January 2012
REVISED COURSE IMPLEMENTATION DATE:	May 2014
COURSE TO BE REVIEWED: (six years after UEC approval)	May 2020

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.

Course Code and Number: BIO 319	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Swamps and Bogs **Course Short Title (if title exceeds 30 characters):**	
Faculty: Choose an item.	**Department (or program if no department):**
Official Course Outline: This is a cross-listed course. Please refer to **GEOG 319** for the official course outline.	
Calendar Description: Swamps, bogs, and other types of wetlands provide essential ecosystem functions to watersheds that support them. Using hydrology, soils, and vegetation, learn how to delineate wetland boundaries and assess biogeochemical cycling along environmental gradients. Field trips outside of class time are required. Note: Field trips outside of class time will be required. Please refer to the department website for field trip scheduling information. Note: This course is offered as GEOG 319 (formerly GEOG 417) and BIO 319 (formerly BIO 417). Students may take only one of these for credit.	
Prerequisites (or NONE):	One of the following: AGRI 204 or 220; BIO 201, 202, 203, 210, or 220; CHEM 213, 214, 221, or 241; GEOG 201, 202, 211, 219, 252, or 253; or GEOG 257/CMNS 257.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	
Equivalent Courses (cannot be taken for additional credit) Former course code/number: **GEOG 417/BIO 417** Cross-listed with: **GEOG 319** Equivalent course(s): **GEOG 417/BIO 417** *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**.

Department / Program Head or Director: Steven Marsh	**Date approved:**
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Dean/Associate VP: Lucy Lee	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Memo for Course Changes

To: Lucy Lee, Dean, Faculty of Science
Caroline Majeau, Administrative Assistant
Allan Arndt, Curriculum Committee Chair

Cc: Alisa Webb, Associate Dean of Arts, Chair College of Arts Curriculum Committee
Lisa Matty, Committees Assistant (Auxiliary)

From: Steven Marsh, Department Head, Geography and the Environment

Date: December 1, 2016

Subject: Proposal for revision of Geography 353

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:

   TOTAL HOURS – The number of hours is increased from 75 to 90 hours, added to the lab category. This change in hours will:

   - **Enable more time to introduce a laboratory exercise and facilitate discussion time at the end of the lab session. This will allow the laboratory content to be fully integrated with the theoretical content.**
   - **Allow more time for review of relevant math, computer, geomatics and geographical techniques. At present this is often rushed. This additional review time will elevate student abilities to investigate and understand geographical techniques and GIS and lead to increased student success.**

   Learning Outcomes – learning outcomes have been reworded to better reflect how the course is has been taught and to acknowledge the broader skills and techniques students will be able to achieve on course completion.

   Delivery Methods and Texts – minor changes including updated texts.

   Evaluation methods – updated to reflect recent methods used in courses.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): Minor changes. **GATE's program learning outcomes also align 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? **NA**
5. Which program areas have been consulted about the change(s)? **GATE**
6. What consideration has been given to indigenizing the curriculum? **Traditional indigenous knowledge and ways of knowing related to climate will be incorporated within the course.**
7. If this course is not eligible for PLAR, explain why: **NA**
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 - **NA**
    b. Class size limit **NA**
    c. Frequency of offering - **NA**
    d. Resources required (labs, equipment) – **NA**
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

    NONE
10. Estimate of the typical costs for this course, including textbooks and other materials:

    $100

CWC comment and response:

- Although the course short title could remain "GIS Applications", "GIS" should be spelled out in the course full title. (Would this be Geographic Information Systems, or Geographic Information Science?)
  No reason to spell out as the common term used is GIS for this methodology and in courses elsewhere.

ORIGINAL COURSE IMPLEMENTATION DATE: September 2006

REVISED COURSE IMPLEMENTATION DATE:

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

Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GEOG 353	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: GIS Applications **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Geography and the Environment

Calendar Description:

This course focuses on the use of Geographic Information Science in problem-solving and decision-making in real world settings. Designed to complement GEOG 253, Introduction to GIS, students will be introduced to additional GIScience techniques and how to use them in a variety of applications.

Prerequisites (or NONE):	GEOG 253. Recommended: a first-year COMP course and GEOG 252.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☒ No

To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 90

Typical structure of instructional hours:

Lecture hours	20
Seminars/tutorials/workshops	
Laboratory hours	55
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	15
Other contact hours:	
Total	**90**

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.): once every year

Department / Program Head or Director: Steven Marsh	**Date approved:**
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Dean/Associate VP: Dr. Jacqueline Nolte	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

1. Demonstrate an additional foundation GIS concepts and skills beyond those introduced in GEOG 253.
2. Apply basic and intermediate GIScience spatial analysis techniques to problems in Geography and other disciplines.
3. Negotiate and debate the issues and concerns that influence the successful implementation of a GIS project.
4. Identify and research the spatial issues surrounding a chosen problem that can be addressed with GIS, formulate a workflow to address the problem, and document the procedures and projected outcomes.
5. Demonstrate an acquaintance with the scope of GIS and GIScience throughout modern society.

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 be offered in a lecture/lab format with an online learning component.

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.	Chang, Kang-tsung	Introduction to geographic information systems, 8th ed.	☐	McGraw-Hill	2016
2.	Law, M and Collins, A	Getting to Know ArcGIS. 4th Edition	☐	Esri Press	2015
3.	Longely PA, Goodchild, MF, Maguire, DJ, and Rhind, DW	Geographic Information Science and Systems, 4th ed.	☐	Wiley	2015
4.			☐		
5.			☐		

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

none

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	25%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	35%	Lab work:	40%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	1000%

Details (if necessary):

Typical Course Content and Topics

1. *Intro GIS concepts review.* Key concepts in theory and practice from GEOG 253 are reveiwed, including data models, coordinate systems, GIS database management, spatial analysis, and geoprocessing *Lab 1- Vector data analysis and query to analyze census distributions*.
2. *Raster Data Analysis*. Raster data analysis is compared and contrasted to vector data analysis. Local, neighborhood, zonal, physical distance, and map algebra raster analysis methods are introduced and discussed in terms of problem solving, such as site selection, soil erosion modeling, and habitat models. *Lab 2: Intro to Raster data Analysis:* A range of raster data operations are introduced to convert cell values, calculate precipitation within watersheds, and locate the potential habitat of a plant species.
3. *Terrain Mapping and Analysis.* Methods of working with digital elevation models are introduced, including hillshades, contours, slope, aspect and surface curvature. *Lab 3 - Intro to Terrain Analysis:* A elevation data layer from British Columbia is used to create and analyze hillshades, contour lines, slope, aspect, and curvature layers.,
4. *Viewsheds and Watersheds.* The concept of viewsheds is introduced using examples such as visual impact of windfarms and visibility of funerary mounds in ancient societies. Applications of watersheds as ecological and management boundaries are studied, using British Columbia examples. *Lab 4 – Viewsheds and Watersheds: Methods for creating and manipulating viewsheds and watersheds using GIS are explored using a local elevation dataset.*
5. *Raster Path Analysis.* Raster based techniques for modeling paths across different types of landscapes are studied. Examples include wildlife corridors, fire access routes across rugged terrain, and transportation routes that minimize environmental impact. *Lab 5 - Least Cost Path Analysis:* The shortest paths to a mountaintop location from different starting points are derived.
6. *Spatial Interpolation.* Methods to create continuous statistical surfaces using spatial interpolation methods from point datasets are introduced using examples of general terrain trends, density of animal sightings, and crime intensities. *Lab 6- Spatial Interpolation:* Precipitation trends across British Columbia are analyszed using spatial interpolation methods.
7. *Spatial Data Analysis .* Concepts of spatial analysis and spatial statistics are studied with a focus on understanding the nature of patterns, using examples of vegetation distributions, wildlife habitat, disease spread, and crime patterns. *Lab 7 - Spatial statisics:* Population distributions in Los Angeles County are mapped and analyzed using a range of spatial statistics.

8. *Intro to GIS Modeling,* Spatially explicit models are introduced and compared to non-spatial modles. Examples include ecological ranking of forest lands, groundwater nitrate concentrations, and soil erosion modeling. *Lab 8 – GIS modeling:* Raster and vector binary models of plant species habitat are created and compared.
9. *Remote Sensing and GIS.* Methods of integrating remote sensing and GIS technologies are explored for data gathering, mapping, and analysis. Examples include forest management, urban asset management, urban change mapping, and emergency planning and disaster management. *Lab 9 – Remote Sensing and GIS:* Examing land cover change in the Fraser Valley
10. *Thinking Geographically with GIS.* Planning a geographic inquiry with a focus on GIS is discussed in terms of asking questions, acquiring resources, analyzing information, and acting on knowledge. Examples of forest health, water supplies, and impacts of resource extraction are used. *Lab 10 – Housing Site Selection: Developing a work flow for a housing development that minimizes environmental impact.*

Memo for Course Changes

To: Lucy Lee, Dean, Faculty of Science
Caroline Majeau, Administrative Assistant
Allan Arndt, Curriculum Committee Chair

Cc: Alisa Webb, Associate Dean of Arts, Chair College of Arts Curriculum Committee
Lisa Matty, Committees Assistant (Auxiliary)

From: Steven Marsh, Department Head, Geography and the Environment

Date: December 1, 2016

Subject: Proposal for revision of Geography 402

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:
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 (some fine-tuning of 'action verbs', etc.); they all align with program LOs. Learning outcome statements have been improved (better verbs). See note below for explanation of changes to instructional hours.*
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *Can serve as an elective for professional accreditation (PGeo, APEG BC)*
5. Which program areas have been consulted about the change(s)? *Geography*
6. What consideration has been given to indigenizing the curriculum? *This is an upper level science course. First-Nations traditional reliance on the landscape are discussed whenever appropriate*.
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? *Field trips are required and are funded 50% by the students and 50% by the department*
10. Estimate of the typical costs for this course, including textbooks and other materials: *Approx. $250, including students' portion of the field trip fee*

Note:

As per the new Collective Agreement instructional hours for GEOG 402 will increase from 75 to 90 hours. This increase will allow for longer laboratory sessions, which will, in turn: (i) Enable more time to introduce an exercise and finish with discussion and reflection. Currently, students rush to complete exercises during the available time and, as a result, end of lab discussion and reflection is often sacrificed; (ii) allow for more involved and complex exercises that will improve experiential learning in a laboratory setting; (iii) allow more time for review of relevant math, statistics, and physics principles. This review time will elevate student abilities to investigate and understand physical geography; (iv) allow for more time to complete in-class field trips, which previously have been challenging.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 1997
REVISED COURSE IMPLEMENTATION DATE:
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.

Course Code and Number: GEOG 402	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Quaternary Geology and Geomorphology **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Geography and the Environment

Calendar Description:

This course will examine selected aspects of stratigraphy, geomorphology, glacial geology, and long-term climate history of Quaternary Period. Glacial and fluvial sedimentary models introduced in GEOG 202 and GEOG 302 will be reviewed. Regional emphasis will be placed on southwestern British Columbia and adjacent regions.

Note: Field trips outside of class time will be required. Please refer to the department website for field trip scheduling information.

Prerequisites (or NONE):	One of the following: GEOG 302, GEOG 304, or (GEOG 202 with a grade of B or better).
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☒ Yes ☐ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☐ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☒ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 90
Typical structure of instructional hours:

Lecture hours	40
Seminars/tutorials/workshops	
Laboratory hours	15
Field experience hours	35
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**90**

Special Topics
Will the course be offered with different topics?
☐ Yes ☒ No
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 20

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

Department / Program Head or Director: Steven Marsh	**Date approved:**
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Dean/Associate VP: Jacqueline Nolte	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

1. Apply field and laboratory data collection and analysis skills and techniques to solve various field problems.
2. Demonstrate in field reports and in independent research an advanced understanding of regional Quaternary geology and geomorphology, and the mechanisms and evidence of long-term environmental (e.g., climate) change.
3. Demonstrate a working knowledge of how Earth scientists date past environments and how fossil evidence can be used to reconstruct those environments.
4. Demonstrate how real research (in the field and the laboratory) is undertaken to solve problems in environmental science.
5. Interpret current scientific concepts and gaps in knowledge in light of the historical development of the discipline
6. Apply Quaternary geology and geomorphology research skills to economic geology problems
7. Disseminate observations in a written scientific report.
8. Disseminate scientific information orally

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 organized around a series of lectures, laboratory exercises, and field trips. The course will consist of a two-hour lecture, followed by a three-hour laboratory session. On many of the days, field trips will replace both the lecture and the lab components; at least one weekend or three-day field trip will be scheduled. In total, a minimum of four days will be spent in the field. The field trips will be to key sites in the Fraser Lowland and surrounding regions where research has been done to reconstruct environment history. Field trips will also introduce the student to active research laboratories (e.g., Royal BC Museum, Pacific Geoscience Centre,Geological Survey of Canada, BC Geological Survey).

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.	Benn, D.I., and Evans, D.J.A	Glaciers & Glaciations (2nd ed.)	☐	Hodder. London	2010
2.	Evans, D.J.A, and Denn, B.I.	A practical guide to the study of glacial sediment	☐	Arnold. London	2004
3.	Bennett, M.R. and Glasser, N.F.	Glacial Geology: Ice Sheets and Landforms	☐	Wiley. London	1996
4.			☐		
5.			☐		

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

All-weather clothing for field work; water-proof notebook; camera

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Field trip/lab reports:	75%	Oral Presentation:	10%	Research paper:	15%	Total:	1000%

Details (if necessary):

Typical Course Content and Topics

1: The Quaternary Period-an overview
2: Mechanisms and records of long-term climate change
3: Quaternary sedimentological processes
4: Quaternary stratigraphy, facies analysis and association
5: Quaternary soils and fossil organic matter; microfossil and macrofossil records
6: Paraglacial sedimentation
7: Quaternary geochronological techniques and their uses limitations
8: Glacial geology (structural geology of glacigenic sediments)
9: The Quaternary history of North America with emphasis on southwestern BC

Memo for Course Changes

To: Lucy Lee, Dean, Faculty of Science
Caroline Majeau, Administrative Assistant
Allan Arndt, Curriculum Committee Chair

Cc: Alisa Webb, Associate Dean of Arts, Chair College of Arts Curriculum Committee
Lisa Matty, Committees Assistant (Auxiliary)

From: Steven Marsh, Department Head, Geography and the Environment

Date: December 1, 2016

Subject: Proposal for revision of Geography 419

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:

   Learning outcomes have been updated.
   Contact hours for the course were changed from 75 to 90 class contact hours. Increasing the contact hours to 90 hours will:
   - Enable more time to introduce an exercise and finish with discussion.
   - Facilitate outdoor learning experiences during "lab" time.
   - Afford the use of more involved/complicated exercises that will improve experiential learning in a laboratory setting.
   - Allow more time for review of relevant math, statistics, chemistry, and physics principles.

   Other small changes include an update to course evaluation method, and typical course content.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): Not substantial

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No
5. Which program areas have been consulted about the change(s)? GATE and BIOLOGY
6. What consideration has been given to indigenizing the curriculum? Learning outcome added to: 'articulate how paleoecology informs society about past indigenous landscape management and traditional ecological knowledge.'
7. If this course is not eligible for PLAR, explain why: NA
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 - NA
    b. Class size limit - NA
    c. Frequency of offering - NA
    d. Resources required (labs, equipment) - NA
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

    Students meet in the field and provide their own transportation. There are typically no costs associated with field trips except for faculty mileage to prepare field trips and run them with students.

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

    $100

ORIGINAL COURSE IMPLEMENTATION DATE: September 2012
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: **(six years after UEC approval)**
Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GEOG 419	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Paleoecology **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Geography and the Environment

Calendar Description:

Paleoecology is the study of past environments through the use of fossils, geochemistry, and radiometric dating. During this course you will learn how to reconstruct past environmental change driven by climate, sea-level change, earthquakes, floods, and fire.

Note: Field trips outside of class time will be required. Please refer to the department website for field trip scheduling information.
Note: This course is offered as GEOG 419 and BIO 419. Students may take only one of these for credit.

Prerequisites (or NONE):	One of the following: GEOG 302, GEOG 303, GEOG 304, GEOG 307, GEOG 308, GEOG 315, GEOG 319/BIO 319, GEOG 335, BIO 301, BIO 305, BIO 306, BIO 307, BIO 308, BIO 310, BIO 330, BIO 335, BIO 340, BIO 360, or BIO 370.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with: **BIO 419**
Equivalent course(s): **BIO 419**
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**.

Total Hours: 90
Typical structure of instructional hours:

Lecture/class-discussion hours	26
Seminars/tutorials/workshops	12
Laboratory hours	20
Field experience hours	20
Experiential (practicum, internship, etc.)	
Online learning activities	12
Other contact hours:	
Total	**90**

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: Steven Marsh	**Date approved:** September 10, 2015
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Dean/Associate VP:	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

1. collect and describe organic sediments in the field for laboratory analysis;
2. process sediment samples in the laboratory to isolate fossils for identification;
3. apply standard biological and biogeographical techniques for common pollen and plant macrofossils identification;
4. interpret quantitative diagrams and statistics created using paleoecological data;
5. use wetland and lake sediments to interpret past environmental change; and
6. articulate how paleoecology informs society about past indigenous landscape management and traditional ecological knowledge.

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)

Course format will include lectures, presentations, discussions, laboratory sessions, field trips, and the use of Blackboard Learn.

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, C.A.	Palynological Techniques, 2nd edition. American Association of Stratigraphic Palynologists Foundation, Dallas, TX, 137pp	☒		2008
2.	Kapp, R.O., O.K. Davis, and J.E. King,	Pollen and spores (2nd edition). American Association of Stratigraphic Palynologists Foundation. vi + 279 pp. Illustrated by R.C. Hall.	☒		2000
3.			☒		
4.			☐		
5.			☐		

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

Waterproof field notebook.

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	%	Midterm exam:	25 %	Practicum:	%
Quizzes/tests:	%	Lab exam:	20%	Field experience:	10%	Research notebook:	10%
Presentation:	10%	Research paper:	15%	Participation:	10%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Week	Time
1	Introduction to environmental archives and proxies
2	Types of environmental archives
3	Field and laboratory methods
4	Pollen and spores
5	Plant macrofossils
6	Diatoms, dinoflagellate cysts, foraminifera, and testate amoebae
7	Quantifying paleoecological data: Calculations
8	Quantifying paleoecological data: Illustration
9	Case study: Use of paleoecology to understand the influence of past climate change on vegetation
10	Case study: Use of paleoecology to determine the magnitude of pre-historic earthquakes
11	Case study: Use of paleoecology to understand how environments may change in the future
12	Case study: Use of paleoecology to explain indigenous practices and perspectives.
13	Student presentations

Each course offering includes a minimum of eight laboratory/field activities. Examples include a field assessment of wetland sediments as archives of past environmental change, and opportunities to process field-collected samples to identify microfossils (e.g., pollen, diatoms, and testate amoebae). Computer-assisted exercises provide practice with quantitative methods. Blackboard Learn is used to organize course material, discuss course topics, complete fossil-identification exercises, and write exams.

ORIGINAL COURSE IMPLEMENTATION DATE:	January 2012
REVISED COURSE IMPLEMENTATION DATE:	May 2014
COURSE TO BE REVIEWED: (six years after UEC approval)	May 2020

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.

Course Code and Number: BIO 419	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Paleoecology **Course Short Title (if title exceeds 30 characters):**	
Faculty: Choose an item.	**Department (or program if no department):**
Official Course Outline: This is a cross-listed course. Please refer to **GEOG 319** for the official course outline.	
Calendar Description: Paleoecology is the study of past environments through the use of fossils, geochemistry, and radiometric dating. During this course you will learn how to reconstruct past environmental change driven by climate, sea-level change, earthquakes, floods, and fire. Note: Field trips outside of class time will be required. Please refer to the department website for field trip scheduling information. Note: This course is offered as GEOG 419 and BIO 419. Students may take only one of these for credit.	
Prerequisites (or NONE):	One of the following: GEOG 302, GEOG 303, GEOG 304, GEOG 307, GEOG 308, GEOG 315, GEOG 319/BIO 319, GEOG 335, BIO 301, BIO 305, BIO 306, BIO 307, BIO 308, BIO 310, BIO 330, BIO 335, BIO 340, BIO 360, or BIO 370.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit) Former course code/number: Cross-listed with: **GEOG 419** Equivalent course(s): **GEOG 419** *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**.

Department / Program Head or Director: Steven Marsh	**Date approved:**
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Dean/Associate VP: Lucy Lee	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Memo for Course Changes

To: Lucy Lee, Dean, Faculty of Science
Caroline Majeau, Administrative Assistant
Allan Arndt, Curriculum Committee Chair

Cc: Alisa Webb, Associate Dean of Arts, Chair College of Arts Curriculum Committee
Lisa Matty, Committees Assistant (Auxiliary)

From: Steven Marsh, Department Head, Geography and the Environment

Date: December 1, 2016

Subject: Proposal for revision of Geography 453

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:

   TOTAL HOURS – The number of hours is increased from 75 to 90 hours, added to the lab category. This change in hours will:

   - **Enable more time to introduce a laboratory exercise and facilitate discussion time at the end of the lab session. This will allow the laboratory content to be fully integrated with the theoretical content.**
   - **Allow more time for review of relevant math, computer, geomatics and geographical techniques. At present this is often rushed. This additional review time will elevate student abilities to investigate and understand geographical techniques and GIS and lead to increased student success.**

   Learning Outcomes – learning outcomes have been reworded to better reflect how the course is has been taught and to acknowledge the broader skills and techniques students will be able to achieve on course completion.

   Delivery Methods and Texts – minor changes including updated texts.

   Evaluation methods – updated to reflect recent methods used in courses.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): Minor changes. **GATE's program learning outcomes also align 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? **NA**
5. Which program areas have been consulted about the change(s)? **GATE**
6. What consideration has been given to indigenizing the curriculum? **Traditional indigenous knowledge and ways of knowing related to climate will be incorporated within the course.**
7. If this course is not eligible for PLAR, explain why: **NA**
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 - **NA**
    b. Class size limit **NA**
    c. Frequency of offering - **NA**
    d. Resources required (labs, equipment) – **NA**
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

    NONE
10. Estimate of the typical costs for this course, including textbooks and other materials:

    $100

ORIGINAL COURSE IMPLEMENTATION DATE: January 2008

REVISED COURSE IMPLEMENTATION DATE:

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

Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GEOG 453	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Remote Sensing of the Environment **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Geography and the Environment

Calendar Description:

Remote sensing is the art and science of studying Earth features from a distance. Students will learn the principles of remote sensing science and the characteristics of imagery collected from aircraft and satellite sensors. Students will use remote sensing to interpret and map geologic, hydrologic, vegetative, and urban features.

Prerequisites (or NONE):	GEOG 353.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OReg to submit to BCCAT):
☒ Yes ☐ No (if yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☒ No

To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 90

Typical structure of instructional hours:

Lecture hours	20
Seminars/tutorials/workshops	
Laboratory hours	55
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	15
Other contact hours:	
Total	**90**

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.): once every other year

Department / Program Head or Director: Steven Marsh	**Date approved:**
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Dean/Associate VP: Dr. Jacqueline Nolte	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

1. demonstrate an understanding of electromagnetic energy and the fundamental interactions of this energy with earth features
2. articulate the difference between active and passive remote sensing systems
3. distinguish major earth surface features using remote sensing
4. critically examine the role of scale and resolution in different types of imagery
5. evaluate the increasing role remotely sensed imagery plays in society and the importance of this imagery in geographic information science

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 be offered in a lecture/lab format with an online learning component.

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.	Jensen, J.R.	Remote Sensing of the Environment: An Earth Resource Perspective	☐	Prentice Hall: Upper Saddle River, NJ	2007
2.	Campbell JB and Wynne RH	Introduction to Remote Sensing, Fifth Edition	☐	The Guilford Press	2011
3.	Lillesand T, Kiefer, RW and Chipman J	Remote Sensing and Image Interpretation, 7 Edition	☐	Wiley	2015
4.			☐		
5.			☐		

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

None

Typical Evaluation Methods and Weighting

Final exam:		Assignments:	20 %	Midterm exam:	%	Practicum:	%
Quizzes/tests:	35%	Lab work:	45%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details **(if necessary):**

Typical Course Content and Topics

1. *Remote Sensing of the Environment.* Introduction to the art and science of remote sensing of environmental phenomena. *Lab 1: Working with remotely sensed imagery in ArcGIS.*
2. *History of Aerial Photography.* A survey of the history of remote sensing from aerial platforms, including balloons, kites, pigeons, and aircraft. *Lab 2: Comparison of landscapes in digital aerial photographs from different dates.*
3. *Principles of electromagnetic (EM) energy and surface-EM energy interactions.* The electromagnetic spectrum is introduced, including concepts of energy transfer, scatter, atmospheric windows, and radiance recorded by a sensor. *Lab 3: Measurement and Analysis of Target Reflectance from different types of leaves.*
4. *Multispectral Remote Sensing.* The use of past and present multispectral sensors for studying and monitoring the Earth are explored with a focus on the importance of spatial, spectral, and temporal resolution. *Lab 4: Spectral, spatial, and temporal resolution analysis of satellite imagery.*
5. *Elements of Image Interpretation.* Elements of visual remote sensing image interpretation such as color, tone, shape, pattern, and texture are investigated using a variety of image contexts and examples. *Lab 5: Fundamental image interpretation techniques of panchromatic rural and urban imagery.*
6. *Thermal Infrared Remote Sensing.* Regions of the electromagnetic spectrum in which thermal infrared remote sensing occurs are studied in conjunction with thermal characteristics of land features. Special considerations of thermal sensors are discussed. *Lab 6: thermal infrared image interpretation of night and daytime imagery.*
7. *Active and Passive Microwave Remote Sensing.* Active imaging radar systems are compared to sensors that record passive microwave emissions. Interpretation of radar imagery acquired at different wavelengths over different land cover features is examined. *Lab 7: Analysis and Interpretation of Radar Imagery over vegetated and urban areas.*
8. *Lidar Remote Sensing.* Creation of elevation models using conventional photogrammetric methods are compared to those created using Lidar. *Lab 8: Analysis of Lidar data across a floodplain.*
9. *Remote Sensing of Vegetation.* Electromagnetic radiation interaction with different types of vegetation is investigated, with a focus on the importance of spectral resolution. *Lab 9: Use of Remote Sensing to differentiate crop types.*

10. *Remote Sensing Soils, Minerals, Geomorphology.* Spectral characteristics of different soil and rock types are studied. Elements of image interpretation are used to interpret drainage patterns, horizontal and folded landforms, alluvial fans and other landforms. *Lab 10*: *Remote sensing of a desert landscape.*
11. *Remote Sensing of Water.* Spectral reflectance, scattering and absorption features of clear and turbid water are studied. *Lab 11: Monitoring of stream and lake water quality using remote sensing.*
12. *Remote Sensing the Urban Landscape.* The spatial and spectral resolution of image data for sensing urban features are contrasted to those used for natural surfaces. Strategies to interpret urban features are explored. *Lab 12: Identification of urban features on remotely sensed imagery.*

Memo for Course Changes

To: Lucy Lee, Dean, Faculty of Science
Caroline Majeau, Administrative Assistant
Allan Arndt, Curriculum Committee Chair

Cc: Alisa Webb, Associate Dean of Arts, Chair College of Arts Curriculum Committee
Lisa Matty, Committees Assistant (Auxiliary)

From: Steven Marsh, Department Head, Geography and the Environment

Date: December 1, 2016

Subject: Proposal for revision of Geography 454

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:
   TOTAL HOURS – The number of hours is increased from 75 to 90 hours, added to the lab category. This change in hours will:
   - **Enable more time to introduce a laboratory exercise and facilitate discussion time at the end of the lab session. This will allow the laboratory content to be fully integrated with the theoretical content.**
   - **Allow more time for review of relevant math, computer, geomatics and geographical techniques. At present this is often rushed. This additional review time will elevate student abilities to investigate and understand geographical techniques and GIS and lead to increased student success.**

   EVALUATION – minor amendment to remove ranges in weighting

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? **NA**

5. Which program areas have been consulted about the change(s)? **GATE**
6. What consideration has been given to indigenizing the curriculum? **Traditional indigenous knowledge and ways of knowing related to climate will be incorporated within the course.**
7. If this course is not eligible for PLAR, explain why: **NA**
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 - **NA**
    b. Class size limit **NA**
    c. Frequency of offering - **NA**
    d. Resources required (labs, equipment) – **NA**
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

    NONE
10. Estimate of the typical costs for this course, including textbooks and other materials:

    $100

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: Fall 2009
REVISED COURSE IMPLEMENTATION DATE: January 2017
COURSE TO BE REVIEWED: (six years after UEC approval) February 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.

Course Code and Number: GEOG 454	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Geospatial Data Analysis Modeling **Course Short Title (if title exceeds 30 characters):** Geo. Data Analysis Modeling	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Geography and the Environment

Calendar Description:

Advanced course focusing on the theory and method of using geospatial data to model, analyze, and solve real-world problems. Introduction to methods of enhancing and classifying remotely sensed data, using advanced spatial analysis techniques, model building, scripting in GIS.

Prerequisites (or NONE):	(One of the following: STAT 104 [formerly MATH 104] or STAT 106 [formerly MATH 106]) and (one of the following: COMP 120, COMP 150, COMP 152, or COMP 155) and GEOG 353. Note: GEOG 453 is recommended.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☐ Yes ☒ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☒ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 90
Typical structure of instructional hours:

Lecture hours	25
Seminars/tutorials/workshops	
Laboratory hours	65
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**90**

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: Steven Marsh	**Date approved:**	February 4, 2016
Faculty Council approval	**Date approved:**	April 29, 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	July 29, 2016
Dean/Associate VP: Lucy Lee	**Date approved:**	April 29, 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	September 30, 2016

Learning Outcomes

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

- Use geospatial data analysis to solve problems in a geographic information science context
- Translate the theory of spatial analysis techniques into applications in academic and professional contexts.
- Write basic scripts and models to link GIS procedures and processes.
- Explain the strengths and limitations of geospatial data analysis in social and natural scientific contexts.
- Evaluate future directions and possibilities in the theory and application of geospatial data modeling.

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)

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'Sullivan, D and Unwin, D.J.	Geographic Information Analysis, 2nd Edition	☒	Wile: Hoboken	2010
2.	Jensen, J.R.	Introductory Digital Image Processing, 4th Edition	☒	Prentice Hall	2015
3.			☐		
4.			☐		
5.			☐		

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

None.

Typical Evaluation Methods and Weighting

Final exam:	25%	Assignments:	%	Midterm exam:	25%	Practicum:	%
Quizzes/tests:	%	Lab work:	40%	Field experience:	%	Shop work:	%
Modeling Project:	10%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

1. Turning digital imagery into data
2. Thematic information extraction I: unsupervised classification
3. Thematic information extraction II: supervised classification
4. Thematic information extraction III: introduction to advanced image classification methods
5. Spatial analysis of raster and vector data
6. Models and modeling in GIS
7. ArcGIS graphical model builder
8. Introduction to python in GIS I
9. Introduction to python in GIS II
10. Applied modeling using ArcGIS model builder and python

Memo for Course Changes

To: Lucy Lee, Dean, Faculty of Science
Caroline Majeau, Administrative Assistant
Allan Arndt, Curriculum Committee Chair

Cc: Alisa Webb, Associate Dean of Arts, Chair College of Arts Curriculum Committee
Lisa Matty, Committees Assistant (Auxiliary)

From: Steven Marsh, Department Head, Geography and the Environment

Date: December 1, 2016

Subject: Proposal for revision of Geography 458

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:
   TOTAL HOURS – The number of hours is increased from 75 to 90 hours, added to the lab category. This change in hours will:
   - **Enable more time to introduce a laboratory exercise and facilitate discussion time at the end of the lab session. This will allow the laboratory content to be fully integrated with the theoretical content.**
   - **Allow more time for review of relevant math, computer, geomatics and geographical techniques. At present this is often rushed. This additional review time will elevate student abilities to investigate and understand geographical techniques and GIS and lead to increased student success.**

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? **NA**

5. Which program areas have been consulted about the change(s)? **GATE**
6. What consideration has been given to indigenizing the curriculum? **Traditional indigenous knowledge and ways of knowing related to climate will be incorporated within the course.**
7. If this course is not eligible for PLAR, explain why: **PLAR cannot be awarded for this course because this course builds on a unique and original research project designed in consultation with a UFV Geography instructor, it is not feasible to award 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:
    a. Credit value - **NA**
    b. Class size limit **NA**
    c. Frequency of offering - **NA**
    d. Resources required (labs, equipment) – **NA**
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

    NONE
10. Estimate of the typical costs for this course, including textbooks and other materials:

    NONE

CWC comments and responses:

- As with GEOG 353, although the course short title could remain "GIS Project", "GIS" should be spelled out in the course full title.
  As previous not generally done - prefer to remain with GIS in title.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2011

REVISED COURSE IMPLEMENTATION DATE:

COURSE TO BE REVIEWED: (six years after UEC approval) September 2014

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.

Course Code and Number: GEOG 458	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: GIS Project **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Geography and the Environment

Calendar Description:

In this capstone course of the Certificate in GIS program, a student will initiate, design, implement, and manage a GIS project in consultation with the instructor. The project can either be done independently or as a part of a cooperative project. Course emphasis is on consolidating and demonstrating the skills the student has acquired during the certificate program on preparing the student for professional employment in GIS.

Prerequisites (or NONE):	A minimum of 23 credits of the GIS certificate completed, and permission of the instructor.
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

Equivalent Courses (cannot be taken for additional credit)

Former course code/number: **N/A**

Cross-listed with: **N/A**

Equivalent course(s): **N/A**

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**.

Total Hours: 90

Typical structure of instructional hours:

Lecture hours	
Seminars/tutorials/workshops	
Laboratory hours	
Field experience hours	10
Experiential (practicum, internship, etc.)	65
Online learning activities	
Other contact hours: Student-directed learning	15
Total	**90**

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: Steven Marsh	**Date approved:**
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Dean/Associate VP: Dr. Jacqueline Nolte	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

1. Demonstrate how to initiate and formulate a GIS-themed project
2. Demonstrate research, analysis and project management skills within a GIS-themed project
3. Employ enhanced GIS-related data collection, analysis, mapping, and modeling skills
4. Demonstrate critical knowledge of the use or mis-use of GIS and spatial analysis in research and in application
5. Have increased opportunities for employment in a range of professions that utilize GIS.

Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because this course builds on a unique and original research project designed in consultation with a UFV Geography instructor, it is not feasible to award PLAR.

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

1. During the semester prior to the start of the course each student will consult with a faculty member to develop a detailed project proposal indicating the theme, scope, objectives and methods of a GIS project
2. Under the supervision of a faculty member, the student will use methods such as literature research, GIS data collection, analysis, modeling, and mapping to execute the GIS project from start to finish.
3. Students will document and present their project in a comprehensive report.
4. Students will present their project findings as an oral presentation, attended by student's faculty advisor, or as a poster at a conference.

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)

These will vary according to the chosen project.

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.			☐		
2.			☐		
3.			☐		
4.			☐		
5.			☐		

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

These will vary according to the nature of the research project and may include data collection equipment belonging to the Geography department (e.g. GPS units). Students may be required to acquire additional materials (e.g. film, presentation materials, etc.) at their own expense.

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Project:	80%	Project Presentation:	20%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Course content varies by research project. The requirements of the individual project will be devised in consultation with the student's faculty advisor.

Example:

- Introduction to course
- Project management
- Project presentation to instructor

Memo for Course Changes

To: Alisa Webb, Associate Dean College of Arts, Chair College of Arts Curriculum Committee

Cc: Amara Wong, Committees Assistant

From: Steven Marsh, Department Head GATE

Date: January 3, 2017

Subject: Proposal for revision of Geography 464, Community Planning and Development: Local Applied Studio

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 calendar description and title have been updated to better reflect the most recent offerings of the course and engagement with local community partners which is an integral part of the course. The learning outcomes have been updated to fit with recent offerings of the course. The assessment of the course has been updated to reflect the work as part of the practicum. The prerequisites have been changed to 45 University Credits to increase accessibility for students from other programs. The evaluation methods have been updated to include the reflective journal. The rationale for cross-listing this course with GD is to allow students to approach community projects through the eyes of both planners and graphic designers. Projects will include both design and planning elements, such as the Community Laneways project in Abbotsford scheduled for summer 2017. This also serves to encourage an interdisciplinary approach to community planning problems.
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 have been updated to better reflect the current structure of the studio course. They are aligned with the five categories of learning outcomes of GATE which are: knowing, learning, investigating & problem solving, communicating, and self-directing & collaborating.

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, GD.
6. What consideration has been given to indigenizing the curriculum? This will depend upon the topic that will be the focus of the course but may include indigenous topics or community partners.
7. If this course is not eligible for PLAR, explain why: NA
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: NA
    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 will be required. They are funded 50% by the department and 50% by students in the course
10. Estimate of the typical costs for this course, including textbooks and other materials: Approximately $50 to $100 for text.

From: Karin Jager
Sent: March-16-17 7:15 AM
To: Alisa Webb; Amanda Grimson; Steven Marsh
Cc: Arts Committees; Nicole Klassen
Subject: Re: GEOG 464 and 466

Hi,
Use of GD labs are not required in GEOG 464 / 466. GD only has one designated lab (classroom) on the Mission campus (D244).
Karin

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

UNIVERSITY OF THE FRASER VALLEY
33700 Prentis Ave. Mission, BC V2V 7B1 Canada
604 557 7607 TOLL-FREE 1 888 504 7441 x 7607
MOBILE 1 604 290 6396

ABOUT GDD | GRADS | @UFVGDD

From: Alisa Webb <Alisa.Webb@ufv.ca>
Date: Tuesday, March 14, 2017 at 12:00 PM
To: Amanda Grimson <Amanda.Grimson@ufv.ca>, Steven Marsh <Steven.Marsh@ufv.ca>, Karin Jager <Karin.Jager@ufv.ca>
Cc: Arts Committees <ArtsComAssist@ufv.ca>, Nicole Klassen <Nicole.Klassen@ufv.ca>
Subject: RE: GEOG 464 and 466

Hi everyone,

Nicole is investigating our options re: tuition differential. I'll let you know as soon as I know what's possible.

Nicole wonders, too, if GEOG 464 and/or 466 will be making use of the GD labs, either in Mission or in Abby, as part of their work.

My thanks for your patience as we sort out what is possible,
Alisa

From: Amanda Grimson
Sent: March 14, 2017 9:46 AM
To: Steven Marsh <Steven.Marsh@ufv.ca>; Alisa Webb <Alisa.Webb@ufv.ca>
Cc: Arts Committees <ArtsComAssist@ufv.ca>; Karin Jager <Karin.Jager@ufv.ca>; Vicki Bolan <Vicki.Bolan@ufv.ca>; Sarah McLean <Sarah.McLean@ufv.ca>
Subject: RE: GEOG 464 and 466

Hi Steve,

It is my understanding from David Johnston that the GD versions would indeed have the tuition differential. Part of the UEC Screening Subcommittee's reasoning was that if these courses do not have the same demands as other GD courses, perhaps they should not be cross-listed. However, I am unsure whether the Dean's office might be able to waive the tuition differential for these courses.

Alisa, could you comment on this?

Amanda

From: Steven Marsh
Sent: March-12-17 10:36 PM
To: Amanda Grimson; Sarah McLean
Cc: Arts Committees; Alisa Webb; Karin Jager; Vicki Bolan
Subject: RE: GEOG 464 and 466

Hi,

Comments as noted below in red.

Cheers,

Steve

From: Amanda Grimson
Sent: Wednesday, March 08, 2017 11:40 AM
To: Steven Marsh; Sarah McLean
Cc: Arts Committees; Alisa Webb; Karin Jager; Vicki Bolan
Subject: GEOG 464 and 466

Hi Steve,

The UEC Screening Subcommittee reviewed these courses recently, and wanted to contact you directly with a couple of comments before sending them to CWC. If you can send me a response and/or revisions by Monday morning (March 13), I can include them on next week's CWC agenda.

GEOG 464 and 466:

- With respect to the request to cross-listing these courses as Graphic Design (GD), the Committee notes that GD courses have been approved for differential tuition. If the cross-listing is approved, that will mean that students sitting in the same class will be paying different tuition rates. Additionally, it will mean that Graphic Design students are likely to attempt to take the course under the GEOG sections to avoid the additional tuition. The rational provided includes a good reason for allowing GD students to take these courses with geography students, but not the need for offering them as GD courses.
  Therefore, it is the Committee's preference that these courses be left as GEOG 464 and 466, and that Graphic and Digital Design students be allowed to take them as options in their program. (This would require a change to the Graphic and Digital Design program.) If the two departments wish to proceed with creating these cross-listings, further rationale should be provided as well

as an indication of support from the Dean's Office. GDD and GATE desire to increase opportunities for their students to pursue cross disciplinary partnerships. We feel that students should not be penalized for cross listed courses and that students would prefer to take courses within their discipline. The cross listing identifies the connection for students in both programs. Is it necessary to have differential fees for such a cross listed course that does not have the same demand on the GDD labs?

- The calendar descriptions are nearly identical. Should they be more distinct? Also, suggest revising the first sentence to "Introduction to planning practice, including problem definition, data collection and analysis, drafting of a design concept, and participation in a client presentation." They are essentially the same course, however, one is a local studio course and the other an international studio course. The change to the first sentence is okay.
- Learning outcome #4: "reflect" is a problematic verb. How is this measured? Can another verb be used instead? We suggest 'Critically Reflect' and note that these courses include evaluation for reflective journals, essays or assignments.
- Are there any more recent texts that could be included?

Schwendimann, B. (2013). The educational design research studio. Retrieved from http://sydney.edu.au/research/stl/facilities/EDRS/index.shtml

Steiner, F, and K. Butler eds. 2007. *Planning and Urban Design Standards*. New York, NY: Wiley. A student version of this book is also available.

Hack, G, E. Birch, P. Sedway, M. Silver. eds 2009.. *Local Planning: Contemporary Principles and Practice.* (aka "*The Green Book*"). Washington, DC: The International City/County Management Association.

Carmona, M. et al. (2010) Public Places Urban Spaces, 2nd Edition. Oxford: Elsevier Press.

resource kit - http://www.designkit.org

- Suggest deleting the course titles at the end of GEOG 464, as these seem out of place. This was done to allow two options for local studio courses, local and possibly at Whistler.

Comments specific to GEOG 466:

- This includes a significant increase in hours (from 120 to 240), but this is not mentioned in the memo. This also seems like a substantial number of hours for 5 credits. A rationale for this increase should be included. This increase was requested at CACC to better mirror what is done in other international placements
- Should the calendar description include a note regarding the field experience that is required for this course? This is an international studio course and the field experience but we could add a note.

Thanks,
Amanda

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: May 2013
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: (six years after UEC approval) May 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.

Course Code and Number: GEOG 464	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Community Planning and Development: Local Applied Studio **Course Short Title (if title exceeds 30 characters):** Local Planning Studio	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Geography and the Environment

Calendar Description:

Introduction to planning practice, from problem definition to data collection, analysis, drafting of a design concept and participating in a client presentation. Through the application of planning theory and design techniques, students will study urban precedents and critically consider alternatives for a local planning challenge.

Note: Field trips outside of class time are required. Refer to departmental website for information on dates and times of travel.

Note: This course is offered as GEOG 464 and GD 464. Students may take only one of these for credit.

Prerequisites (or NONE):	One of the following: GEOG 344, GEOG 360, GEOG 362, GEOG 364, GEOG 440, or 45 university-level credits. Note: As of January 2018, prerequisites will change to: 45 university-level credits.
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes X☐ No

To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 80

Typical structure of instructional hours:

Lecture hours	
Seminars/tutorials/workshops	10
Laboratory hours	20
Field experience hours	40
Experiential (practicum, internship, etc.)	
Online learning activities	10
Other contact hours:	
Total	**80**

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): 28

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

Department / Program Head or Director: Steven Marsh	**Date approved:**
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Dean/Associate VP: Jacqueline Nolte	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

1. Assess the needs of a particular population or community in a specific geographic setting.
2. Synthesize information from fieldwork and secondary sources to discern trends in population, employment, and health in a community.
3. Critically analyze interaction among the economy, transportation, health and human services, and land-use regulation.
4. Reflect on the planning tools and the legal foundation for land-use regulation.
5. Articulate the social and environmental impact of planning decisions on communities.
6. Work with a community partner to address a planning challenge.
7. Articulate planning issues to a community-based review panel.
8. Manage a large multidisciplinary planning project under tight deadlines.
9. Produce a deliverable report that meets professional standards of content.
10. Present a deliverable report to clients and project stakeholders.

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)

. In this applied, project-based studio course, students will apply geographic skills and planning theory to an urban problem working with planning professionals to produce a community planning and development report on a particular issue. Examples of themes or planning problems include place making in underutilized public spaces; revitalization of downtown Abbotsford; affordable housing in the Fraser Valley Regional District; child-friendly community assessment; or devising an urban food security strategy for an Interior community. Course will include lectures, guest speakers, field experience, online instruction and seminars. . Field trips outside of class time are 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.	Burdett, R. & Sudjiche, D.	Endless City. The Urban Age Project by the London School of Economics	☐	Phaidon Press	2009
2.	Busquets, J. & Correa, F.	Cities Ten Lines: A New Lens for the Urbanistic Project	☐	Barcelona: Actar D/Nicolodi Editore	2006
3.	Moor, M. & Rowland, J.	Urban Design Futures	☐	London: Routledge	2006
4.	Shane, D.G.	Recombinant Urbanism: Conceptual Modeling in Architecture, Urban Design and City Theory.	☐	New York: John Wiley & Sons	2005
5.	Witty, D.	Professional Practice Manual: Code of Professional Conduct; Ethics, Experience, Context, Theory	☐	Canadian Institute of Planners	2002

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

Supplies required are specific to research project. If studio is held off-campus, additional fees and materials may be required. A packing list and field manual will be provided if this is the case.

Typical Evaluation Methods and Weighting

Final exam:	%	Literature review:	25%	Mid-term presentation:	10%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Reflective Field Journal:	15%	Shop work:	%
Final Project:	30%	Final presentation:	10%	Participation in studio/field work:	10%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

If this course is held at UFV, the following components will be included:

- Unit 1 (Weeks 1-3): Project Preparation
  - Project Background
  - Community and Cultural Orientation
  - Devising the Planning Questions and Identifying Data Collection Strategies
  - Ethics Review
- Unit 2 (Weeks 4-9): Data Collection
  - "Reading" the Community and its Built Landscape
  - Demographic and Policy Data Collection
  - Assessment/Stakeholder Engagement
  - Identifying Stakeholder Interests

    - Planning Vision
- Unit 3 (Weeks 10-11): Compilation and Analysis
- Unit 4 (Weeks 12-14): Project Presentation and Feedback

If this course is held outside the Fraser Valley, the course could be more condensed but the following components will be still included:

- (pre-term) Pre-Trip Orientation and Trip Preparation
- Unit 1: Project Preparation
    - Project Background
    - Community and Cultural Orientation
    - Devising the Planning Questions and Identifying Data Collection Strategies
    - Ethics Review
- Unit 2: Data Collection
    - "Reading" the Community and its Built Landscape
    - Demographic and Policy Data Collection
    - Assessment/Stakeholder Engagement
    - Identifying Stakeholder Interests
    - Planning Vision
- Unit 3: Compilation and Analysis
- Unit 4: Project Presentation and Feedback

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

Course Code and Number: GD 464	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Community Planning and Development: Local Applied Studio **Course Short Title (if title exceeds 30 characters):** Local Planning Studio	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Geography and the Environment
Official Course Outline: This is a cross-listed course. Please refer to **GEOG 464** for the official course outline.	
Calendar Description: Introduction to planning practice, from problem definition to data collection, analysis, drafting of a design concept and participating in a client presentation. Through the application of planning theory and design techniques, students will study urban precedents and critically consider alternatives for a local planning challenge. Note: Field trips outside of class time are required. Refer to departmental website for information on dates and times of travel. Note: This course is offered as GEOG 464 and GD 464. Students may take only one of these for credit.	
Prerequisites (or NONE):	One of the following: GEOG 344, GEOG 360, GEOG 362, GEOG 364, GEOG 440, or 45 university-level credits. Note: As of January 2018, prerequisites will change to: 45 university-level credits.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	
Equivalent Courses (cannot be taken for additional credit) Former course code/number: Cross-listed with: **GEOG 464** Equivalent course(s): **GEOG 464** *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 X☐ No Transfer credit requested (OReg to submit to BCCAT): ☐ Yes X☐ No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: ☐ Yes X☐ No To find out how this course transfers, see **bctransferguide.ca**.

Department / Program Head or Director: Steven Marsh	**Date approved:**
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Dean/Associate VP:	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Memo for Course Changes

To: Alisa Webb, Associate Dean College of Arts, Chair College of Arts Curriculum Committee

Cc: Amara Wong, Committees Assistant

From: Steven Marsh, Department Head GATE

Date: January 3, 2017

Subject: Proposal for revision of Geography 466, Community Planning and Development: International Studio

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 calendar description and title have been updated to better reflect the most recent offerings of the course and engagement with ~~local~~ international community partners which is an integral part of the course. The learning outcomes have been updated to fit with recent offerings of the course. The assessment of the course has been updated to reflect the work as part of the practicum. The prerequisites have been changed to 45 University Credits to increase accessibility for students from other programs. The evaluation methods have been updated to include the reflective journal. The rationale for cross-listing this course with GD is to encourage an interdisciplinary approach to planning and graphic design issues within an international location. This course will typically be offered to small groups of students, either on study tour or on an internship/practicum placement, where they will address a planning/graphic design problem.
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 have been updated to better reflect the current structure of the studio course. They are aligned with the five categories of learning outcomes of GATE which are: knowing, learning, investigating & problem solving, communicating, and self-directing & collaborating.
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, GD.
6. What consideration has been given to indigenizing the curriculum? This will depend upon the topic that will be the focus of the course but may include indigenous topics or community partners.
7. If this course is not eligible for PLAR, explain why: NA
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: NA
    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 will be required. They are funded 50% by the department and 50% by students in the course
10. Estimate of the typical costs for this course, including textbooks and other materials: Approximately $50 to $100 for text.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: May 2013

REVISED COURSE IMPLEMENTATION DATE:

COURSE TO BE REVIEWED: (six years after UEC approval) May 2009

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.

Course Code and Number: GEOG 466	**Number of Credits:** 5 Course credit policy (105)
Course Full Title: Community Planning and Development: International Studio **Course Short Title (if title exceeds 30 characters):** International Planning Studio	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Geography and the Environment

Calendar Description:

Introduction to planning practice, from problem definition to data collection, analysis, drafting of a design concept and participating in a client presentation. Through the application of planning theory and design techniques, students will study urban precedents and critically consider alternatives for an international planning challenge.

Note: This course is offered as GEOG 466 and GD 466. Students may take only one of these for credit.

Prerequisites (or NONE):	One of the following: GEOG 344, GEOG 360, GEOG 362, GEOG 364, GEOG 440, or 45 university-level credits. Note: As of January 2018, prerequisites will change to: 45 university-level credits.
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with: **GD 466**

Equivalent course(s): **GD 466**

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 x ☐ No

To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 120

Typical structure of instructional hours:

Lecture hours	10
Seminars/tutorials/workshops	10
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	200
Online learning activities	20
Other contact hours:	
Total	**240**

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): 28

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

Department / Program Head or Director: Steven Marsh	**Date approved:**
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Dean/Associate VP: Dr. Jacqueline Nolte	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

1. Assess the needs of a particular population or community in a specific geographic setting.
2. Synthesize information from fieldwork and secondary sources to discern trends in population, employment, and health in a community.
3. Critically analyze interaction among the economy, transportation, health and human services, and land-use regulation.
4. Reflect on the planning tools and the legal foundation for land use regulation.
5. Articulate the social and environmental impact of planning decisions on communities.
6. Work with a community partner to address an international planning challenge.
7. Articulate planning issues to a community based review panel.
8. Manage a large multi-disciplinary planning project under tight deadlines.
9. Produce a deliverable report that meets professional standards of content.
10. Present a deliverable report to clients and project stakeholders.
11. Critically reflect on his or her own values relative to those of the community stakeholders involved in the planning challenge.

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 is offered as an intensive 3-4 week or 1-2 month session in an international locale. Course participants will work collectively as well as in smaller working groups on a particular project. A seminar on planning practice, context, and evaluation will be held multiple times a week. Examples of project themes include: the greening of an informal settlement in Dar es Salaam; rural economic development; child friendly community assessment; or urban food security strategies.

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.	Anderson, T. & Doig, A.	"Community planning and management of energy supplies – International experience", In *Renewable Energy.* Vol. 19, Iss. 1-2 pp. 325-331	☐	Oxford: Elsevier Publishing	1991
2.	Brugmann, J.	Welcome to the Urban Revolution: How Cities are Changing the World	☐	Bloomsbury Press: NY	2009
3.	Farvacque-Vitkovic, C. et al.	Urban Planning in Africa: Addressing, Mapping and Their Applications (Directions in Development)	☐	Powell Books: World Bank Pub	2005
4.	Green, G.P., and Haines, A.	Asset Building & Community Development	☐	LA: Sage Publications	2012
5.	Maathai, W.	The Green Belt Movement: Sharing the Approach & The Experience	☐	New York: Lantern Books	2004

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

Supplies required are specific to the research project. Due to the travel involved, additional fees and materials will be required. A packing list and field manual will be provided.

Typical Evaluation Methods and Weighting

Final exam: %	Literature review/fieldwork: 25%	Mid-term presentation: 10%	Practicum: %
Quizzes/tests: %	Lab work: %	Reflective Field Journal 15%	Shop work: %
Final project: 30%	Final presentation: 10%	Participation in studio: 10%	Total: 100%

Details (if necessary):

Typical Course Content and Topics

Seminar content will vary according to locale and project focus. In general, the course content will include:

- (pre-term) Pre-Trip Orientation, Ethics Review, Trip Preparation and Project Background
- Unit 1: Project Preparation (Weeks 1-4)
  - Project Context
  - Further Community and Cultural Orientation
  - Devising the Planning Questions and Identifying Data Collection Strategies
  - Ethics Review
- Unit 2: Data Collection(Weeks 4-9)
  - "Reading" the Community and its Built Landscape
  - Demographic and Policy Data Collection

- Assessment/Stakeholder Engagement
- Identifying Stakeholder Interests
- Planning Vision

- Unit 3: Compilation and Analysis(Weeks 9-12)
- Unit 4: Project Presentation and Feedback(Weeks 12-13)

McMichael, P., ed.(2010) *Contesting Development: Critical Struggles for Social Change.* New York: Routledge, Inc.

Myers, Bryant (1999) *Working with the Poor: New Insights and Learnings from Development Practitioners.* New York: Orbis Publications.

Novogratz, Jacqueline (2009). *The Blue Sweater - Bridging the Gap Between Rich and Poor in an Interconnected World*. Rodale Books: NY

UN Habitat (2009) *Planning Sustainable Cities — Global Report on Human Settlements.* London: Earthscan Publishing. Pp. 338. *Retrieved from* United Nations Human Settlements Program Website: http://www.unhabitat.org/downloads/docs/GRHS2009/GRHS.2009.pdf.

Wates, Nick Ed. (2002). *The Community Planning Handbook: How people can shape their cities, towns and villages in any part Of the world*. London: Earthscan Publishing.

Witty, David (2002*) Professional Practice Manual: Code of professional conduct*. Canadian Institute of Planners. Vancouver, B.C.

Yunus, Muhammad. (2007) *Creating a World Without Poverty: Social Business and the Future of Capitalism.* PublicAffairs-Perseus Books Group: USA.

ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE:

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

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.

Course Code and Number: GD 466	**Number of Credits:** 5 Course credit policy (105)
Course Full Title: Community Planning and Development: International Studio **Course Short Title (if title exceeds 30 characters):** International Planning Studio	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Geography and the Environment
Official Course Outline: This is a cross-listed course. Please refer to **GEOG 466** for the official course outline.	
Calendar Description: Introduction to planning practice, from problem definition to data collection, analysis, drafting of a design concept and participating in a client presentation. Through the application of planning theory and design techniques, students will study urban precedents and critically consider alternatives for an international planning challenge. Note: This course is offered as GEOG 466 and GD 466. Students may take only one of these for credit.	
Prerequisites (or NONE):	One of the following: GEOG 344, GEOG 360, GEOG 362, GEOG 364, GEOG 440, or 45 university-level credits. Note: As of January 2018, prerequisites will change to: 45 university-level credits.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	
Equivalent Courses (cannot be taken for additional credit) Former course code/number: Cross-listed with: **GEOG 466** Equivalent course(s): **GEOG 466** *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 X No Transfer credit requested (OReg to submit to BCCAT): Yes X No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: Yes X No To find out how this course transfers, see **bctransferguide.ca**.

Department / Program Head or Director: Steven Marsh	**Date approved:**
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Dean/Associate VP:	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Memo for New Course

To: CACC, Alisa Webb

From: Graphic + Digital Design BFA Major Working Group

Date: January 5, 2017

Subject: Proposal for new course: GD357 Digital Project Management for Creative Practitioners

Rationale for new course: In today's digital world, project managers are in high demand and expected to have expansive knowledge of the creative industry and digital project management (DPM) tools, strong communication skills, and quantitative abilities. This highly desirable skill set creates future leaders in a digital economy.

1. How this new course fits into program(s): This course is for graphic design students seeking highly sought after skills in digital project management (DPM) for the creative industry. It builds on GD diploma program learning outcomes using a culmination of skills and knowledge. This course will become part of the proposed BFA Major in Graphic and Digital Design.

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

2. 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:

   - Apply business practices, ethics, and self-promotional strategies for professional development.
   - Instill the value of creative practice in a range of professional settings
   - Demonstrate leadership, management, and organizational skills that fosters reflective thinking on leading change, resolving conflict, and motivating others.
   - Engage in lifelong learning, continual growth as reflective practitioners

3. 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.
4. Which program areas have been consulted about the course? BFA, Visual Arts and Arts Advising.
5. If a new discipline designation is required, explain why: N/A
6. What consideration has been given to indigenizing the curriculum? Project work is experiential in nature and based on interaction in a collaborative environment. These skills can be used in managing any type of digital projects in any context.
7. If this course is not eligible for PLAR, explain why:
8. 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
   c. Frequency of offering: 1x per year.

d. Resources required (labs, equipment): Mac Lab, Adobe CC, Project Management and time tracking software, colour copier. GD courses include a per credit surcharge. The department uses the surcharge to offset refresh costs, equipment, and required technology access.

9. 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 for the course however field trips may be introduced by the instructor to see management practices in design studios.
10. Estimate of the typical costs for this course, including textbooks and other materials: $ 800 (inlcudes tuition fee, surcharge and lab fee and covers access to equipment and studios).

CWC comment and response:

- Is the prerequisite of 3 upper-level GD courses necessary? Is there a possibility this course might be offered in the first semester of a student's third year?

  The department feels that the students would be best prepared and most successful in achieving the learning outcomes of the course if the pre-requisites were kept as noted in the outline. It is essential that students have a strong foundation in digital practice which can only be had by including the 300-level requirement.

ORIGINAL COURSE IMPLEMENTATION DATE: September 2017
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: GD 357	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Digital Project Management for Creative Practitioners **Course Short Title (if title exceeds 30 characters):** Digital Project Management	
Faculty: Faculty of Humanities	**Department (or program if no department):** Graphic and Digital Design

Calendar Description:

Manage digital design projects in creative environments using Digital Project Management (DPM) strategies and tools in the field. Navigate complex deliverables: define digital team roles, engage in best practices for client/stakeholder communication, the discovery process, communication, accountability, networking, systems, workflow, and scheduling.

Prerequisites (or NONE):	(GD 204 or CIS 145) and 12 additional credits of GD, of which 3 credits must be 300-level or higher.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☐ Yes ☒ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☐ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 60
Typical structure of instructional hours:

Lecture hours	15
Seminars/tutorials/workshops	25
Laboratory hours	
Field experience hours	20
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**60**

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): 24

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

Department / Program Head or Director: Karin Jager	**Date approved:**	November 24, 2016
Faculty Council approval	**Date approved:**	December 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	January 27, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:**	December 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Define the role of the digital project manager within the creative industry
- Develop project requirements and scope for digital project deliverables
- Plan and schedule digital projects
- Implement digital project management tools
- Assign roles and tasks to a creative team
- Track project progress and mitigate issues using digital project management tools
- Implement best practices for verbal and written communication
- Develop presentation decks to support client and team communication
- Present concise and cohesive communication
- Understand the digital discovery process, SEO, and how coding, content and page linking work together
- Develop systems for file naming and workflow strategies
- Develop accountability strategies for content development and asset management
- Develop a network of vendors and strategic partnerships
- Apply stakeholder engagement principles to meet project completion targets

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)

Guest lecturers, presentations, field work with DPM professionals and online

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.	Harned, Brett	The Good Project Manager	☐	E-Book	
2.	McDerment, Mike	Crack the Client Code: How to Discover the Hidden Wealth in Each Client	☐	FreshBooks	2015
3.	Lyons, Nancy	Interactive Project Management: Pixels, People, and Process (Voices That Matter)	☐	New Riders	2012
4.			☐		
5.			☐		

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

Typical Evaluation Methods and Weighting

Final exam:	0%	Assignments:	40%	Midterm exam:	0%	Practicum:	0%
Quizzes/tests:	**0**%	Lab work:	30%	Field experience:	30%	Shop work:	0%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Week One: Digital Project Management (DPM) Roles & Systems
An introduction DPM in the creative industry. How designers, development freelancers, marketing directors, content creators and agency account managers use DPM in their practice. Basic project management steps including initiation, planning, design, execution, testing, and monitoring. The role of DPM, methodologies, values, and the work environment. Pros and cons of traditional project management. How DPMs integrate agile into more traditional agency flows.

Week Two: Assessing the Project Brief
Review different project brief scenarios, understanding clients and the responsive design process, and breaking down the stages of the project. Gather features, requirements, and questions for stakeholder/client. Identify the digital team roles to attain deliverables.

Project 1: Stakeholder/Client Interview & Project Requirement Plan

Week Three: Automating the Workflow
Introduction to various digital project management tools such as Trello, Basecamp, Slack, Google Drive, Evernote,etc. to manage a team. Choosing an effective system using multiple platforms and determining what works for frequency in communicating within a design team. Review of time tracking software and internal group monitoring methods.

Week Four: Client Communication Strategies
How to set expectations and milestone check-ins with the client. What client's don't know and why it's your fault.. Mitigating communication issues such as language barriers, errors, semantics, and intent. How to organize and run a client meeting. Tools for continuous client feedback and streamlined implementation. Role playing exercises.

Week Five: Working with a Project Proposal
Meeting the project objectives outlined in a project proposal. Case studies outlining different contexts. Choosing a project to manage.

Project 2: Proposal Case Study Analysis and Project Identification

Week Six: Agreements, Protection & Payment
In the field. What should be included in a work agreement and contract for risk-management. How to deal with non-disclosure agreement and legal implications. Negotiating payment with a client and how to manage changes in project scope. How to notice red flags in a client and when to fire the client.

Capstone Project Assigned: Proposal, DPM Strategy, and Implementation

Week Seven and Eight: Project Planning
In the field. Guidelines, tools and methods for implementing a project. Facilitate discovery, brand narrative, user experience, and web design project deliverables. Review technology and popular integration techniques available to implement project. Discuss quality assurance, and client approval stages. Creating a slide deck for client presentation. How to bring the client on board as part of the team.

Capstone Project Continued: Project Task List Template, Client presentation, and task assignments

Week Nine: Project Planning Continued
In the field. Building your team, working with vendors and developing strategic partnerships. Planning an internal communication strategy with the design team. How to track task completion schedules, hours, and payment for your team.

Capstone Project Continued: Internal Communication Tracking Plan

Week Nine: Estimates & Schedules
Working with vendors, freelancers and your internal team. Keeping track of tasks, hours, scope of work and costs. Review scheduling options and how to present cost estimates and progress reports to the client. Develop a timeline/critical path for tasks and requirements for the project.

Capstone Project Continued: Estimate and Critical Path

Week Ten: Lab Day

Capstone Project Continued: Implementing DPM strategies.

Week Eleven: Project Failures
Methods to survive project failure. How to build long lasting, mutually beneficial client relationships.

Week Twelve: Content, Assets, the Digital Discovery Process
Working with the team on file management systems, content development, assets and SEO.
Capstone Project Continued: Working on final project submissions.

Week Thirteen: DPM Resources
Summary of digital project management tools and services. Keeping updated on the latest digital trends and the importance of continual learning. Tips on how to stay engaged.

Capstone Project due.

Memo for Program Changes

To: Alisa Webb

From: Karin Jager, GDD Department head and Chair of BFA GDD Major Program Working Group

Date: January 5, 2017

Subject: Program change Bachelor of Fine Arts, Graphic Design Extended Minor

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

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

2. Rationale for change(s):

- The addition of VA101 Figure Drawing provides an alternative to VA113 Introduction to Drawing in the BFA Extended Minor. Both courses meet the drawing skills requirement for the BFA Extended Minor.
- *MEDA 222 Design Ethos, Marketing and the Creative Practitioner* provides a solid introduction to the role of the creative practitioner in the world of marketing. This course supports all BFA disciplines using a project-based approach. The methods apply to a range of relevant contexts including events, services, philanthropy, activism and business. Note: This course is in the approval process and will only be added when final approval is received.
- *MEDA 469 Design Thinking for Creative Leadership* offers an opportunity for students to work collaboratively with a range of disciplines using design thinking problem-solving methodology. The course emphasizes creative leadership and builds on skill sets innate to design practice.

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

4. What consideration has been given to indigenizing the curriculum? The addition of these course options enables students to explore an expanded range of indigenous contexts due to the project-based structure and delivery in the field.

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 courses provide more choice.
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.
8. Identify any available resources that will be used to accommodate the program changes. (e.g. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.). The Mission campus GDD labs and dedicated classrooms provide the equipment and flexibility for these courses: D227 and D245 (a mixed use lab with 15 iMacs and 12 laptop seats).
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.
    To be submitted by Jacqueline Nolte.

Graphic and Digital Design extended minor

The Graphic and Digital Design extended minor may be paired with the Visual Arts major as part of the Bachelor of Fine Arts program, or with any other BFA extended minor as listed in the BFA section of the calendar.

Please note that the Graphic and Digital Design minor and extended minor culminate in upper-level courses that require a series of sequential skills obtained over several semesters. Introductory courses are offered in the fall, and students should expect to take sequential courses over the following winter, fall, and winter semesters to complete required coursework.
High demand graphic and digital design courses and directed studies (GD 498 and GD 499) are available during the summer semesters.
~~Some high-demand courses are available during the summer semesters.~~
~~High demand graphic and digital design courses and directed studies (GD 498 and GD 499) are available during the summer semesters.~~~~GD courses are generally not offered in the summer semesters except for GD 498 or GD 499.~~

The Graphic and Digital Design extended minor offers optional streams in Dynamic Media, Interactive Design, Communication Design, or Visual Identity.

1. Dynamic Media: GD 203, GD 216, and GD 303

This stream is image based and introduces motion graphics, video, kinetic typography, and character design for design projects and storytelling.

2. Interactive Design: GD 202, GD 204, and GD 358

This stream focuses on design for digital screens including websites, tablets, and mobile devices. Students are introduced to interface design, development, UX, and content management.

3. Communication Design: GD 101, GD 260, and GD 317

This stream introduces publishing, promotion, information design, and social responsibility. The emphasis is on problem solving and human-centered solutions in print and digital media.

4. Visual Identity: GD 101, GD 260, GD 374, and GD 375

This stream offers a foundation in communication design and introduces the field of brand identity including logo design, packaging design, and sustainability principles.

Upon successful completion of the Graphic and Digital Design extended minor, students will be able to:

- Demonstrate functional competence with principles of visual organization, visual language, typography, and theory as applied to visual communication problems.
- Apply critical thinking skills to visual communication problems.

Program Revision

- Understand and utilize processes, tools, and technology used in graphic design practice.
-

This section specifies the extended minor requirements only. Please refer to the Bachelor of Fine Arts section for information on additional requirements.

Lower-level requirements: 18 credits

1. GD 102 or AH 203
2. GD 154, GD 157, and GD 159
3. 6 credits of 100- or 200-level GD courses (MEDA 222 may also be used for this requirement):

For the Dynamic Media stream, choose GD 203 and GD 216.
For the Interactive Design stream, choose GD 202 and GD 204.
For the Communication Design stream, choose GD 101 and GD 260.
For the Visual Identity stream, choose GD 101 and GD 260.
~~Other lower-level courses include GD281 and MEDA 222.~~

Upper-level requirements: 15 credits

1. GD 361
2. 12 credits of 300- or 400-level GD courses (VA 360 and MEDA 469 may also be used for this requirement):

For the Dynamic Media stream, choose GD 303.
For the Interactive Design stream, choose GD 358.
For the Communication Design stream, choose GD 317.
For the Visual Identity stream, choose GD 374 and GD 375.

Note: GD 281, GD 357, GD 498, and GD 499~~MEDA 222, and MEDA 469~~ may also be used to meet ~~ing~~ GDD extended minor requirements.
~~Other upper-level courses include GD357, MEDA 469, GD498 and GD499.~~

Memo for Course Changes

To: Amanda Grimson, UEC Committee Assistant;

Jacqueline Nolte, Dean of Arts;

Arts Committee Assistant

From: Wenona Victor

Date: November 7 2016

Subject: Course revisions to Indigenous Peoples Knowledge (IPK) 100

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:

1. Rationale for change: Course title better reflects course description, added a possible textbook as a resource, included Blackboard as part of online learning, course now eligible for PLAR
2. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): Course now meets four of the five program learning outcomes
3. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
4. Which program areas have been consulted about the change(s)? Indigenous Studies Curriculum Committee (ISCC) and ISCC subcommittee on IS Curriculum mapping
5. What consideration has been given to indigenizing the curriculum? 100% consideration
6. If this course is not eligible for PLAR, explain why: It is now eligible
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: n/a
    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? n/a
9. Estimate of the typical costs for this course, including textbooks and other materials: N/A

March 16 2017 – Response to UEC Screening Subcommittee from Wenona Victor

The UEC Screening Subcommittee has reviewed these courses, and has the following comments, which must be addressed before the courses can be sent to UEC for approval:

IPK 100 and 101:

· There are some issues with the proposed titles for IPK 100 and 101, particularly since IPK 100 is now similar to the discontinued IPK 121 and 122. Please provide additional information to give a better understanding of the changes to the titles, and confirm that these are not new courses with the old course numbers. The revisions to IPK 101 in particular are so substantial that this appears to now be a new course. Please provide further rationale for these revisions.

Response: IPK 121 and 122 were redundant to 100 and 101 and so discontinued them. We also found that IPK 121 and 122 could be accomplished within one course as opposed to two so is now IPK 100. IPK 100, while open to all students, is really geared toward the Indigenous learner. This course is designed to help the Indigenous learner transition to post secondary rigour without losing one's Indigenous worldview and/or identity. This course is also designed to help the Indigenous learner balance culture, community, family responsibilities with academia. IPK 101, on the other hand is geared toward ALL students interested in Indigenous Studies and is the foundational course to continue on with either a major or a minor in IS. As the foundational course to Indigenous Studies its content has changed substantially from the old 101 as it was decided that the old 100 and 101 could be covered in one course as opposed to two. The current IPK 101 is a substantial redesign and could actually be considered a new course given its new content. The new IPK 101 meets a major gap in our program that was not discovered until we did a curriculum mapping exercise (i.e., that we did not have an "intro to" course for students new to this discipline).

· Suggested revision to calendar description on IPK 100: "Provides students with the aptitudes required to achieve academic success today and become leaders tomorrow. Builds critical-thinking and interpersonal skills. Develops a sense of belonging in a postsecondary setting while respecting indigenous identities and worldviews."

Response: Agree, thank you. Made edits to outline

IPK 121 and 122:

· There were no issues with the discontinuation of these courses.

IPK 201:

· Calendar description: suggest replacing "contemporarily" with "currently" (or replacing "both historically and contemporarily" with "in both the past and the present").

· Prerequisites: “or by permission of instructor” should be deleted, unless there is a specific reason to include it. (This is always available as an option for students.)

· More details should be provided for texts (publisher, year, etc.).

Response: All three bullets have been addressed. “or by instructor” has been left to better assist Indigenous students who are often too shy or uncertain to ask professor.

IPK 277:

· This course has been approved by the UEC Screening Subcommittee as only minor changes are being made, however a course short title is still needed.

Response: short title “Indigenous Art” added to outline

IPK 331/POSC 336:

· Should this course be called “Politics of Indigenous Leadership” rather than “History of Indigenous Leadership”?

Response: No. Politics of Indigenous leadership is an entirely different course all together

· Is there an alternate prerequisite course that could be included for Political Science students?

Response: No. Given it is a third year course I do not anticipate poli sci students having any difficulties with this course and suggest they use the “by permission of instructor” route if they do not have any credits in IPK or FNST courses. This will allow the instructor to have a conversation with poli sci students before course begins.

· Change to prerequisites will require notice in the calendar before implementation.

· The memo indicates that hours/credits are being changed, but the course outline does not include any changes. Please confirm which is correct.

Response: I believe the old outline had a typo – it was listed as a 4 credit course with 30 hours – we think the math was wrong – it is a 4 credit course requiring 60 hours.

IPK 332:

· Course short title should match the full title better. (Perhaps “Indig. Governance & Leadership”?)

· Last learning outcome: should development of a portfolio be included in the learning outcomes? Would it be more appropriate to just include this in the evaluation? Perhaps this could be revised to “explain good governance according to Indigenous worldviews”?

Response: Included “Indigenous” in long title. Changed last learning outcome to suggestion.

IPK 344/ANTH 344/SOC 344:

· Course short title is needed. **Done**

· Addition of specific courses to the prerequisites will require notice in the calendar before implementation. Interim prerequisites could be one of the following:

1. 60 university-level credits. Note: As of January 2018, prerequisites will change to: 45 university-level credits including two of the following: IPK 100, IPK 101, IPK 201, IPK 277, IPK 331, IPK 332, FNST 102, FNST 201, or FNST 202. **Agreed – used this option**

2. 45 university-level credits. Note: As of January 2018, prerequisites will change to: 45 university-level credits including two of the following: IPK 100, IPK 101, IPK 201, IPK 277, IPK 331, IPK 332, FNST 102, FNST 201, or FNST 202.

· Should additional relevant courses such as ANTH 111, 211, or 240 be included as options in the prerequisites? **No because this is the research course for IS major/minor students**

· This course should be resubmitted for transfer credit articulation. **– will do**

IPK 386:

· Although credits and hours are being reduced, learning outcomes are not? How will this impact current students? **Response: I do not think this change will adversely impact any current students**

· Is the title "Indigenous Worldviews of Turtle Island" redundant"? Could this be "Worldviews of Turtle Island"? **Response: No as some non-Indigenous worldviews refer to Turtle Island**

· This course should likely be resubmitted for transfer credit articulation. **– will do**

IPK 401:

· Typical course content is relatively short; is there additional detail that can/should be included here? **Response: Yes, added a few.**

IPK 402:

· The last sentence of the calendar description should be deleted and addressed in the prerequisites (i.e. 75 or 90 credits rather than 60 credits).

Response: deleted in course description. Kept prereqs at 60 to meet student flexibility as "and instructor permission" will ensure student is ready.

IPK 403:

· No course short title is needed. **(deleted)**

· This seems like a large increase in hours without an increase in learning outcomes. Additional rational should be provided.

Response: The hours are now more accurate and in keeping with standard hours for 6 credits capstone course. The first set of field experience hours was too low in order to meet learning outcomes, the new hours are more realistic to meet LOs as listed. Adding debrief hours to give students time to discuss insights, observations and when theory and practice may not always meet.

IPK 404:

· Suggest revising the course title from "Indigenous Studies: Directed Studies" to "Directed Studies in Indigenous Studies". **Done**

· Is there a particular reason to reduce the prerequisites from 60 to 45 credits? Would it be acceptable for students to take this course in their second or third year? **Response: Yes, to meet student flexibility and to ensure mature students, or those coming in with prior knowledge/experience are being accommodated.**

IPK 477/BIO 477:

· Addition of specific courses to the prerequisites will require notice in the calendar before implementation. Interim prerequisites could be one of the following:

1. 60 university-level credits. Note: As of January 2018, prerequisites will change to the following: 45 university-level credits including 6 credits of IPK or FNST.

2. 45 university-level credits. Note: As of January 2018, prerequisites will change to the following: 45 university-level credits including 6 credits of IPK or FNST. **– Used this option**

· Should prerequisites be more accommodating to Biology students? **– yes, added with Instructor permission for biology students**

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2007
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) May 2011
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.

Course Code and Number: IPK 100	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Learn Today, Lead Tomorrow **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Indigenous Studies

Calendar Description:

Provides students with the aptitudes required to achieve academic success today and become leaders tomorrow. Builds critical-thinking and interpersonal skills. Develops a sense of belonging in a postsecondary setting while respecting Indigenous identities and worldviews.

Note: Students with credit for IPK 101 (taken before Fall of 2017), 121, or 122 cannot take this course for further credit.

Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s): **IPK 101, 121, 122**
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**.

Total Hours: 45
Typical structure of instructional hours:

Lecture hours	12
Seminars/tutorials/workshops	20
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	3
Other contact hours: UFV supports & community	10
Total	**45**

Special Topics
Will the course be offered with different topics?
☐ Yes ☒ No
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 36

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

Department / Program Head or Director: (Chair, PWG) Wenona Victor	**Date approved:** November 2016
Faculty Council approval	**Date approved:** December 9, 2016
Campus-Wide Consultation (CWC)	**Date of posting:** March 10, 2017
Dean/Associate VP: Dr. Jacqueline Nolte	**Date approved:** December 9, 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:** March 24, 2017

Learning Outcomes

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

- Apply critical thinking skills to maintaining worldview within western academia
- Demonstrate collaborative interpersonal skills within university settings
- Navigate myUFV and Blackborad online platforms
- Identify and access university student resources
- Set personal goals in relation to balancing school, family and culture
- Engage proactive approaches to resolving personal issues
- Apply study and exam preparation skills
- Build relations with faculty, staff, and other students
- Articulate their individual learning needs
- Demonstrate ability to balance their cultural and ancestral protocols with the demands of academic rigour

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)

Methods include the following: Discussions, guest speakers, student-centred activities, readings, and lectures. At least 50% of classroom time will be spent in student dialogue, sharing learning experiences and linking of one's own educational experiences with those of others while recognizing ways to bridge the academic-social divide in their own education.

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.	Variety of academic articles written by Indigenous scholars		☐		
2.	Indigenizing the Academy, edited by Devon Mihesuah and Angela Wilson		☐		
3.			☐		
4.			☐		
5.			☐		

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

Typical Evaluation Methods and Weighting

Final exam: %	Critical thinking through dialogue: 20%	Midterm exam: %	Meeting with Student Services advisors: 10%
Quizzes/tests: %	Informal class presentations: 10%	Punctuality and preparedness: 10%	Participation in UFV activities: 10%
Oral Presentation: 10%	Class Participation: 10%	Journal: 20%	Total: 100%

Details (if necessary):

Typical Course Content and Topics

Weeks 1 & 2: Orientation including myUFV and Blackboard online platforms, library, and goal setting

Weeks 3-5: Study skills and exam preparation, critical thinking

Weeks 6-8: Indigenous worldview; decolonizating education

Week 9: UFV campus life, building sense of belonging

Week 10: Library methodology

Weeks 11 & 12: Interpersonal skills and problem solving

Week 13: Developing personal plan of commitment to culture/worldview and academia

Memo for Course Changes

To: Amanda Grimson, UEC Committee Assistant; Jacqueline Nolte, Dean of Arts; Arts Committee Assistant

From: Wenona Victor

Date: November 7, 2016

Subject: Course revisions to Indigenous Peoples Knowledge (IPK) 101

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:

1. Rationale for change: Reconfigured course to be a foundational course to IS program.
2. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): Now meets four of the five learning outcomes for the IS program
3. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? n/a
4. Which program areas have been consulted about the change(s)? Indigenous Studies Curriculum Committee (ISCC) and the ISCC subcommittee for IS curriculum mapping
5. What consideration has been given to indigenizing the curriculum? 100% consideration
6. If this course is not eligible for PLAR, explain why: n/a
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: n/a
    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?

9. Estimate of the typical costs for this course, including textbooks and other materials: N/A

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2007
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: IPK 101 | **Number of Credits:** 3 Course credit policy (105)

Course Full Title: Introduction to Indigenous Studies
Course Short Title (if title exceeds 30 characters): Intro. to Indigenous Studies

Faculty: Faculty of Social Sciences | **Department (or program if no department):** Indigenous Studies

Calendar Description:

This course will give students the basic foundation to understand impacts of colonization and processes of decolonization vital to Indigenous resurgence and empowerment.

Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☒ Yes ☐ No

To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 45
Typical structure of instructional hours:

Lecture hours	15
Seminars/tutorials/workshops	30
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**45**

Special Topics
Will the course be offered with different topics?
☐ Yes ☒ No

If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 36

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

Department / Program Head or Director: (Chair, PWG) Wenona Victor	**Date approved:** November 2016
Faculty Council approval	**Date approved:** December 9, 2016
Campus-Wide Consultation (CWC)	**Date of posting:** March 10, 2017
Dean/Associate VP: Dr. Jacqueline Nolte	**Date approved:** December 9, 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:** March 24, 2017

Learning Outcomes

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

- Describe processes of colonization from the Indigenous perspective
- Identify local First Nations, organizations and communities
- Develop a decolonizing discourse
- Begin to construct personal, political, economic, and social processes of decolonization
- Critically analyze contemporary political and social relationships between Indigenous and non-Indigenous entities
- Explore an area of interest (e.g., Indigenous women, children, land, politics, governance 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)

Class lectures, guest speakers, attendance at local relevant events, research, readings, group work and discussions.

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

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

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

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Battiste (ed)	Reclaiming Indigenous Voice and Vision	☐		
2.			☐		
3.			☐		
4.			☐		
5.			☐		

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

Typical Evaluation Methods and Weighting

Final exam:	25%	Assignments:	25%	Midterm exam:	%	Reading Assessments:	10%
Quizzes/tests:	%	Presentation:	25%	Research Paper:	15%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Weeks 1-3: Understanding Colonialism
Weeks 4-6: Identifying Processes of Decolonization
Weeks 7-9: Identifying strengths and impacts on local Indigenous nations and communities
Weeks 10-13: Exploring specific topics of interest

Memo for Course Changes

To: Amanda Grimson, UEC Committee Assistant; Jacqueline Nolte, Dean of Arts; Arts Committee Assistant

From: Dr. Wenona Victor

Date: November 16, 2016

Subject: Discontinue IPK 121.

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: Redundant with IPK 100 and 101
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):na
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
5. Which program areas have been consulted about the change(s)? Indigenous Studies Curriculum Committee (ISCC) and ISCC subcommittee on IS curriculum mapping
6. What consideration has been given to indigenizing the curriculum? 100%
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?
10. Estimate of the typical costs for this course, including textbooks and other materials: N/A

Memo for Course Changes

To: Amanda Grimson, UEC Committee Assistant; Jacqueline Nolte, Dean of Arts; Arts Committee Assistant

From: Dr. Wenona Victor

Date: November 16, 2016

Subject: Discontinue IPK 122

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:

1. Rationale for change: redundant with IPK 100 and 101
2. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):
3. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
4. Which program areas have been consulted about the change(s)? Indigenous Studies Curriculum Committee (ISCC) and ISCC subcommittee on IS curriculum mapping
5. What consideration has been given to indigenizing the curriculum? 100%
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:
    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?

9. Estimate of the typical costs for this course, including textbooks and other materials: N/A

Memo for Course Changes

To: Amanda Grimson, UEC Committee Assistant; Jacqueline Nolte, Dean of Arts; Arts Committee Assistant

From: Wenona Victor

Date: November 7, 2016

Subject: New course for IS major/minor Indigenous Peoples Knowledge (IPK) 201

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: New course to replace IPK 122

1. Rationale for change: IS was lacking foundational lower level courses focused on program goals. IPK 201 meets program goals and together with 100 or 101 provide six lower level credits toward degree
2. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): IPK 201 is focused on one major area of Indigenous Studies but still meets three of the program goals.
3. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? n/a
4. Which program areas have been consulted about the change(s)? Indigenous Studies Curriculum Committee (ISCC) and the ISCC Subcommittee on IS curriculum mapping
5. What consideration has been given to indigenizing the curriculum? 100% consideration
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: n/a
    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? Yes this course will require fieldtrips funded by the program and/or cost shared with students
9. Estimate of the typical costs for this course, including textbooks and other materials: N/A

ORIGINAL COURSE IMPLEMENTATION DATE: September 2017
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: IPK 201	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Introduction to Indigenous Resurgence **Course Short Title (if title exceeds 30 characters):** Indigenous Resurgence	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Indigenous Studies

Calendar Description:

Students will be exposed to a variety of ways in which Indigenous peoples around the world have resisted colonization, revitalized Indigenous knowledge, and shaped Indigenous identities in both the past and the present.

Prerequisites (or NONE):	IPK 101 or instructor's permission.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☐ Yes ☒ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☒ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 45
Typical structure of instructional hours:

Lecture hours	25
Seminars/tutorials/workshops	20
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**45**

Special Topics
Will the course be offered with different topics?
☐ Yes ☒ No
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 36

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

Department / Program Head or Director: (Chair, PWG) Wenona Victor	**Date approved:** November 2016
Faculty Council approval	**Date approved:** December 9, 2016
Campus-Wide Consultation (CWC)	**Date of posting:** March 10, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:** December 9, 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:** March 24, 2017

Learning Outcomes

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

- Identify various forms of Indigenous resistance, locally and globally
- Explain processes of Indigenous revitalization and resurgence
- Critically analyze and/or deconstruct past forms of resistance (for e.g., Constitutional Train, Idle No More, Red Power)
- Explain a variety of political movements both past and present that did or did not succeed in revitalization and/or resurgence
- Critically analyze current efforts in resurgence pertinent to areas of own interest

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No

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

Lecture, visits to local First Nations, research, group/class in-depth discussions.

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

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

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

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	J. Edward Chamberlin	If this is your land, Where are your Stories?	☐	Penguin Random House	2004
2.	Leanne Simpson	Dancing on a Turtles Back	☐	ARP Books	2011
3.	Audra Simpson	Mohawk Interruptus	☐	Duke University Press	2014
4.			☐		
5.			☐		

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

Typical Evaluation Methods and Weighting

Final exam:	25%	Assignments:	25%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Global research paper:	25%	Local presentation:	25%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Weeks 1-3: Exploring local processes of revitalization and resurgence
Weeks 4-7: Exploring global processes of revitalization and resurgence
Weeks 7-10: Critical analyze of and developments of contribution
Weeks 11-13: Thinking critically of what works and what doesn't through student presentations

Memo for Course Changes

To: Amanda Grimson, UEC Committee Assistant; Jacqueline Nolte, Dean of Arts; Arts Committee Assistant

From: Wenona Victor

Date: November 7 2016

Subject: Course revisions to Indigenous Peoples Knowledge (IPK) 277

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:

1. Rationale for change: To meet word restrictions for calendar description and more specific learning outcomes
2. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): no substantial change
3. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? n/a
4. Which program areas have been consulted about the change(s)? Indigenous Studies Curriculum Committee (ISCC) and ISCC subcommittee of IS curriculum mapping
5. What consideration has been given to indigenizing the curriculum? 100%
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: n/a
    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?
9. Estimate of the typical costs for this course, including textbooks and other materials: N/A

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2007
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: IPK 277	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Indigenous Art: Stories and Protocols **Course Short Title (if title exceeds 30 characters):** Indigenous Art	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Indigenous Studies

Calendar Description:

With a focus on B.C., learners will make connections within the evolution of Indigenous art, from precontact protocols and practice through to contemporary applications. Students will be able to describe and discuss the effects of teachings, colonial impacts, contemporary revivals, and their personal "gift" as an artist/creator.

Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☒ Yes ☐ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☒ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 45
Typical structure of instructional hours:

Lecture hours	15
Seminars/tutorials/workshops	30
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**45**

Special Topics
Will the course be offered with different topics?
☐ Yes ☒ No
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 36

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

Department / Program Head or Director: (Chair, PWG) Wenona Victor	**Date approved:** November 2016
Faculty Council approval	**Date approved:** December 9, 2016
Campus-Wide Consultation (CWC)	**Date of posting:** March 10, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:** December 9, 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:** March 24, 2017

Learning Outcomes

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

- Identify pre-contact art forms and recognize artistic transformations after contact
- Describe how the past links with the present in artistic designs and practices
- Identify art, in its diverse and multiple forms as a dynamic phenomenon
- Describe cultural dimensions of Indigenous art
- Analyze and critique their role as artists/creators in the transitive nature of art
- Connect Indigenous knowledge, ways of knowing and their impact on current art practices
- Demonstrate knowledge of ways to broaden individual vision to be able to contribute in their field of expertise
- Demonstrate knowledge in Indigenous art history, particularly in BC
- Articulate present and future challenges for Indigenous art and artists producing Indigenous art

Prior Learning Assessment and Recognition (PLAR)

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

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

Formal, non-formal, informal and incidental learning methods will be used including: Discussions, guest speakers, student-centred activities, presentations 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.	Cardinal, D. & J. Armstrong	The Native Creative Process: A Collaborative Discourse	☐		1991
2.			☐		
3.			☐		
4.			☐		
5.			☐		

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Term project:	25%	Course reflection and self-evaluation:	20%	Lab Work:	%
Participation and Engagement:	10%	Presentation:	20%	Teach-back:	25%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Weeks 1 & 2: Pre-contact art forms and post contact transformations
Week 3-5: Linking past to contemporary art practices
Weeks 6-9: Cultural dimensions, traditional knowledges ,Indigenous art history in BC
Weeks 10-13: Self-reflection and definition, present and future challenges for Indigenous art production

Memo for Course Changes

To: Amanda Grimson, UEC Committee Assistant; Jacqueline Nolte, Dean of Arts; Arts Committee Assistant

From: Wenona Victor

Date: November 7 2016

Subject: Course revisions to Indigenous Peoples Knowledge (IPK 331) Cross listed (POSC 336)

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:

1. Rationale for change: Meet word maximum of calendar description, more specific wording for learning outcomes, PLAR does now apply, hours now meet number of credits and better reflect hours needed for assignments
2. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): now meets all five program learning objectives
3. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Doesn't but is cross listed with Political Science 336
4. Which program areas have been consulted about the change(s)? Indigenous Studies Curriculum Committee (ISCC) and ISCC subcommittee on IS curriculum mapping and Political Science Dept Head
5. What consideration has been given to indigenizing the curriculum? 100%
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: na
    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? n/a
9. Estimate of the typical costs for this course, including textbooks and other materials: N/A

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2013
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) February 2021
Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: IPK 331	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: History of Indigenous Leadership **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Social Sciences	**Department (or program if no department): Bachelor of Arts** Indigenous Studies major/minor

Calendar Description:

An exploration of colonial and pre-colonial styles of Indigenous Leadership, with a focus on the Stó:lō Sí:yá:m system. This course focuses on the ways in which Indigenous leaders have shaped, and continue to shape, the cultural, political, and economic fabric of modern Canada and First Nations in Canada.

Note: This course is offered as IPK 331 and POSC 336. Students make take only one of these for credit.
Note: Students with credit for IPK 131 cannot take this course for further credit.

Prerequisites (or NONE):	45 university-level credits including 6 credits of IPK or FNST, or instructor's permission.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number: **IPK 131**
Cross-listed with: **POSC 336**
Equivalent course(s): **POSC 336**
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**.

Total Hours: 60
Typical structure of instructional hours:

Lecture hours	30
Seminars/tutorials/workshops	30
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**60**

Special Topics
Will the course be offered with different topics?
☐ Yes ☒ No
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 36

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

Department / Program Head or Director: (Chair, PWG) Wenona Victor	**Date approved:** November 2016
Faculty Council approval	**Date approved:** December 9, 2016
Campus-Wide Consultation (CWC)	**Date of posting:** March 10, 2017
Dean/Associate VP: Dr. Jacqueline Nolte	**Date approved:** December 9, 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:** March 24, 2017

Learning Outcomes

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

- Explain Indigenous leadership qualities and challenges
- Identify colonial impacts on Indigenous leadership
- Analyze through a critical lens the role of Indigenous women in leadership
- Differentiate between Indigenous and colonial governing principles
- Conduct research through archival records and narratives in relation to Indigenous leadership
- Deliver oral presentation skills

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 provided using guest speakers, presentations, group work and lectures.

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.	Voyageur	Fire Keepers of the Twenty First Century	☐	McGills-Queens University Press	2008
2.	Alfred	Wasase	☐	University of Toronto Press	2005
3.		Video-Dancing Around the Table	☐		
4.	Bolton & Daly	Xweliqwiya: The Life of a Sto:lo Matriarch	☐	Au Press	2013
5.		Variety of articles	☐		

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

Typical Evaluation Methods and Weighting

Final exam:	25%	Assignments:	20%	Midterm exam:	25%	Practicum:	%
Quizzes/tests:	%	Lab Work:	%	Field Experience:	%	Lab Work:	%
Research presentation on an Indigenous Leader:	30%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Week 1: Indigenous Leadership through the colonial lens
Week 2: Indigenous Leadership through the lens of empowerment
Week 3: Pre-contact Indigenous Leaders' Contributions to Canadian History
Week 4: Pre-contact Indigenous Leaders' contributions con't
Week 5: Pre-contact Indigenous Women Leaders –
Week 6: Decolonizing the Role(s) Women played in pre-contact Indigenous societies
Week 7: Pre-contact Stó:lō Sí:yá:m
Week 8: Pre-contact Stó:lō Sí:yá:m con't
Week 9: Stó:lō Leaders 1920s to 1970s Colonial Impacts and Influences upon Sí:yá:m system
Week 10: Contemporary Leadership Challenges
Week 11: 1970s to Present: Contemporary Stó:lō Sí:yá:m (examples of) and Contemporary Stó:lō Sí:le (examples of)

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2013
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) February 2021
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.

Course Code and Number: POSC 336	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: History of Indigenous Leadership **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Indigenous Studies
Official Course Outline: This is a cross-listed course. Please refer to **IPK 331** for the official course outline.	
Calendar Description: An exploration of colonial and pre-colonial styles of Indigenous Leadership, with a focus on the Stó:lō Sí:yá:m system. This course focuses on the ways in which Indigenous leaders have shaped, and continue to shape, the cultural, political, and economic fabric of modern Canada and First Nations in Canada. Note: This course is offered as IPK 331 and POSC 336. Students make take only one of these for credit. Note: Students with credit for IPK 131 cannot take this course for further credit.	
Prerequisites (or NONE):	45 university-level credits including 6 credits of IPK or FNST, or instructor's permission.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	
Equivalent Courses (cannot be taken for additional credit) Former course code/number: Cross-listed with: **IPK 331** Equivalent course(s): **IPK 331** *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**.

Department / Program Head or Director: (Chair, PWG) Wenona Victor	**Date approved:** November 2016
Faculty Council approval	**Date approved:** December 9, 2016
Campus-Wide Consultation (CWC)	**Date of posting:** March 10, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:** December 9, 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:** March 24, 2017

Memo for Course Changes

To: Amanda Grimson, UEC Committee Assistant; Jacqueline Nolte, Dean of Arts; Arts Committee Assistant

From: Wenona Victor

Date: November 16 2016

Subject: IPK 332- revisions to calendar descriptions, pre-requisites, and learning outcomes

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:

1. Rationale for change: Course redesigned to include Governance as well as continuing on with Leadership from IPK 331
2. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): IPK 332 now meets all five of the program learning outcomes
3. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
4. Which program areas have been consulted about the change(s)? Indigenous Studies Curriculum Committee (ISCC) and the curriculum mapping subcommittee of ISCC
5. What consideration has been given to indigenizing the curriculum? 100%
6. If this course is not eligible for PLAR, explain why: It is now eligible for PLAR
7. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
    a. Credit value – stayed same but hours increased to accommodate portfolio assignment
    b. Class size limit – increased to standard 36
    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? N/A
9. Estimate of the typical costs for this course, including textbooks and other materials: N/A

ORIGINAL COURSE IMPLEMENTATION DATE:
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) September 2014
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.

Course Code and Number: IPK 332	**Number of Credits: 4** Course credit policy (105)
Course Full Title: Indigenous Governance and Leadership **Course Short Title (if title exceeds 30 characters):** Indigenous Governance	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Indigenous Studies

Calendar Description:

Students will acquire the ability to explain and discuss effective Indigenous governing principles and leadership along with an enhanced awareness and understanding of Indigenous histories, realities, and challenges.

Note: Students with credit for IPK 132 cannot take this course for further credit.

Prerequisites (or NONE):	IPK 331 or 15 credits of IPK or FNST.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number: **IPK 132**
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**.

Total Hours: 60
Typical structure of instructional hours:

Lecture hours	15
Seminars/tutorials/workshops	30
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: Observation and relationship building with local governing structure pertaining to Indigenous issue(s)	15
Total	**60**

Special Topics
Will the course be offered with different topics?
☐ Yes ☒ No
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 36

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

Department / Program Head or Director: (Chair, PWG) Wenona Victor	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	December 9, 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	March 10, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:**	December 9, 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Describe a variety of leadership skills (vision, respect, empathy and emotional intelligence, courage, collaboration, knowledge, innovation) and link these to "core values"
- Evaluate Indigenous approaches to leadership
- Critically analyze relationship-building strategies within various levels of government.
- Compare Indigenous governing principles with Indian Act and non-Indigenous governing principles
- Apply Indigenous governance to contemporary issue(s)
- Demonstrate the role of self-care in leadership and good governance
- Explain good governance according to Indigenous worldview(s)

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)

Formal, non-formal, and incidental learning methods will be used including: Discussions, guest speakers, student-centred activities, readings and lectures.

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.	B. Mussell	A Gathering of Wisdoms: Tribal Mental Health: A Cultural Perspective: Swinomish Tribal Mental Health	☐		
2.		Courspack to include the following: Battiste, M. Ed., (2000) Reclaiming Indigenous Voice and Vision. Boldt, M. (1993). Surviving as Indians: The Challenge of Self-Government. Alfred, T. (2005). Wasase: Indigenous pathways of action and freedom. Alfred, T. & J. Corntassel. (2005). "Being Indigenous: Resurgences against Contemporary Colonialism." Government and Opposition, Politics of Identity Series #9. Miller, J.R. (2000). Skyscrapers Hide the Heavens: a History of Indian-White Relations in Canada. (3rd. ed) Ottmann, J. (2005) Aboriginal Leadership and Management: First Nations Leadership Development. Crow Chief, R. (2008). First Nation Leadership Practices and Tools for Success. INAC. (2003). First Nations Governance Handbook. Tengan, T. (2008) Native Men Remade: Gender and Nation in Contemporary Hawai'i. Green, J. Ed., (2007). Making Space for Indigenous Feminism. Helin, C. (2006). Dances with Dependency. Kirkess, V. J. Ed. (1994). Khot-la-cha: the Autobiography of Chief Simon Baker.	☐		
3.			☐		
4.			☐		
5.			☐		

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

Typical Evaluation Methods and Weighting

Final exam: %	Assignments Indigenous Governance portfolio: 25%	Midterm exam: 20 %	Practicum: %
Quizzes/tests: %	Lab Work: %	Teach-back: 25%	Shop Work: %
Course reflection and self-evaluation: 0%	Participation: 10%	Presentation: 20%	Total: 100%

Details (if necessary):

Typical Course Content and Topics

Weeks 1 & 2: Cultural dimensions and Disruptive Forces
Weeks 3-5: Introduction to Leadership--Relationship Building and Social Development
Weeks 6-7: Self-Care and Self Governance
Weeks 8-9: Identifying Indigenous governing principles and good governance
Weeks 10-12: All My Relations, My Leadership Skills, Style and Vision, Sharing portfolios
Week 13: Closing Circle

Memo for Course Changes

To: Amanda Grimson, UEC Committee Assistant; Jacqueline Nolte, Dean of Arts; Arts Committee Assistant

From: Dr. Wenona Victor

Date: November 16, 2016

Subject: Course revisions to calendar descriptions, pre-requisites, and learning outcomes for IPK 344

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:

1. Rationale for change: Increase student accessibility, meet word count in description and improved wording for learning outcomes
2. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): now meets all five program learning outcomes
3. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? n/a
4. Which program areas have been consulted about the change(s)? Indigenous Studies Curriculum Committee (ISCC), curriculum mapping subcommittee of ISCC, and SCMC department
5. What consideration has been given to indigenizing the curriculum? 100%
6. If this course is not eligible for PLAR, explain why: research course for IS
7. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
    a. Credit value
    b. Class size limit
    c. Frequency of offering
    d. Resources required (labs, equipment)

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

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2013
REVISED COURSE IMPLEMENTATION DATE: September 2017
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.

Course Code and Number: IPK 344 | **Number of Credits:** 4 Course credit policy (105)

Course Full Title: Indigenous Research Methodologies
Course Short Title (if title exceeds 30 characters): Indigenous Methodologies

Faculty: Faculty of Social Sciences | **Department (or program if no department):** Indigenous Studies

Calendar Description:
Students will examine the complexity of Indigenous research frameworks while identifying differences in Indigenous and historically western methodologies. Students will connect and incorporate Indigenous philosophies, knowledge, identity, and policy learning into their own research.

Note: This course will include field trips.

Note: This course is offered as IPK 344 (formerly IPK 444), ANTH 344 (formerly ANTH 444), and SOC 344 (formerly SOC 444). Students may take only one of these for credit.

Prerequisites (or NONE): 60 university-level credits. Note: As of January 2018, prerequisites will change to: 45 university-level credits including two of the following: IPK 100, IPK 101, IPK 201, IPK 277, IPK 331, IPK 332, FNST 102, FNST 201, or FNST 202.

Corequisites (if applicable, or NONE):

Pre/corequisites (if applicable, or NONE):

Equivalent Courses (cannot be taken for additional credit)
Former course code/number: IPK 444/ANTH 444/SOC 444
Cross-listed with: ANTH 344/SOC 344
Equivalent course(s): ANTH 344/SOC 344
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**.

Total Hours: 60
Typical structure of instructional hours:

Lecture hours	39
Seminars/tutorials/workshops	12
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: Longhouse	9
Total	**60**

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): 28

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

Department / Program Head or Director: (Chair, PWG) Wenona Victor	**Date approved:** November 2016
Faculty Council approval	**Date approved:** December 9, 2016
Campus-Wide Consultation (CWC)	**Date of posting:** March 10, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:** December 9, 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:** March 24, 2017

Learning Outcomes

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

- Describe a number of methods and techniques appropriate to doing research from an Indigenous perspective
- Articulate the ethical aspects of research as related to Indigenous peoples
- Articulate the tensions that exist within Western discourse as Indigenous peoples and academic researchers (and others) seek to re-evaluate traditional knowledge
- Evaluate the historically contentious relationship between research and Indigenous Peoples and how this affects research projects today
- Demonstrate research practices that will contribute to the empowerment of Indigenous Peoples
- Describe the "Power of Place", with meaningful links to "homeland" in Indigenous identities, and ways to incorporate this into how research is done

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, presentations, and field trips

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.	Basso, Keith	Wisdom Sits in Place: Landscape and Language Among the Western Apache	☒	Albuquerque University of New Mexico	1996
2.	Brown, Leslie and Susan Strega	Research as Resistance: Critical, Indigenous, and Anti-Oppressive Approaches	☒	Toronto: Canadian Scholar Press	2005
3.	Denzin, Norman K., Yvonna S. Lincoln, Linda Tuhiwai Smith	Handbook of Critical and Indigenous Methodologies	☒	Los Angeles: SAGE	2008
4.	Kovach, Margaret	Indigenous Methodologies: Characteristics, Conversations, and Contexts	☒	Toronto: U of T	2009
5.	Smith, Linda T.	Decolonizing Methodologies: Research and Indigenous Peoples	☒	New York: Zed Books	1999
6.	Kuokkanen, Rauna J.	Reshaping the University: Responsibility, Indigenous Epistemes, and the Logic of the Gift		Vancouver, UBC	2007
7.	Wilson, Angela W. and Michael Yellow Bird	For Indigenous Eyes Only: A Decolonization Handbook		Sante Fe: School of American Research	2005

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments (short essay):	30%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab Work:	%	Field experience:	%	Shop Work:	%
Participation:	10%	In-class exercises:	30%	Proposal presentation:	30%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Week 1: Introduction: Colonialism and research
Weeks 2-3: Longhouse experience (local Stó:lō context and epistemology)
Weeks 4-5: Cross-cultural perceptions and sensitivities
Weeks 6-7: Decolonizing methodologies, counter-colonial research
Week 8: Storytelling, oral traditions, the "power of place"
Week 9: Protocols and principles: Respect, Relevance, Reverence, and Reciprocity
Week 10: OCAP, Social Justice and the Tri-partite Policy Agreements
Weeks 11-12: Contemporary models for success
Week 13: Examining our own practices

ORIGINAL COURSE IMPLEMENTATION DATE:	January 2013
REVISED COURSE IMPLEMENTATION DATE:	September 2017
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.

Course Code and Number: ANTH 344	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Indigenous Research Methodologies **Course Short Title (if title exceeds 30 characters):** Indigenous Methodologies	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Indigenous Studies
Official Course Outline: This is a cross-listed course. Please refer to **IPK 344** for the official course outline.	
Calendar Description: Students will examine the complexity of Indigenous research frameworks while identifying differences in Indigenous and historically western methodologies. Students will connect and incorporate Indigenous philosophies, knowledge, identity, and policy learning into their own research. Note: This course will include field trips. Note: This course is offered as IPK 344 (formerly IPK 444), ANTH 344 (formerly ANTH 444), and SOC 344 (formerly SOC 444). Students may take only one of these for credit.	
Prerequisites (or NONE):	60 university-level credits. Note: As of January 2018, prerequisites will change to: 45 university-level credits including two of the following: IPK 100, IPK 101, IPK 201, IPK 277, IPK 331, IPK 332, FNST 102, FNST 201, or FNST 202.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	
Equivalent Courses (cannot be taken for additional credit) Former course code/number: **IPK 444/ANTH 444/SOC 444** Cross-listed with: **IPK 344/SOC 344** Equivalent course(s): **IPK 344/SOC 344** *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**.

Department / Program Head or Director: (Chair, PWG) Wenona Victor	**Date approved:** November 2016
Faculty Council approval	**Date approved:** December 9, 2016
Campus-Wide Consultation (CWC)	**Date of posting:** March 10, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:** December 9, 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:** March 24, 2017

ORIGINAL COURSE IMPLEMENTATION DATE:	January 2013
REVISED COURSE IMPLEMENTATION DATE:	September 2017
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.

Course Code and Number: SOC 344	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Indigenous Research Methodologies **Course Short Title (if title exceeds 30 characters):** Indigenous Methodologies	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Indigenous Studies

Official Course Outline:

This is a cross-listed course. Please refer to **IPK 344** for the official course outline.

Calendar Description:

Students will examine the complexity of Indigenous research frameworks while identifying differences in Indigenous and historically western methodologies. Students will connect and incorporate Indigenous philosophies, knowledge, identity, and policy learning into their own research.

Note: This course will include field trips.

Note: This course is offered as IPK 344 (formerly IPK 444), ANTH 344 (formerly ANTH 444), and SOC 344 (formerly SOC 444). Students may take only one of these for credit.

Prerequisites (or NONE):	60 university-level credits. Note: As of January 2018, prerequisites will change to: 45 university-level credits including two of the following: IPK 100, IPK 101, IPK 201, IPK 277, IPK 331, IPK 332, FNST 102, FNST 201, or FNST 202.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)

Former course code/number: **IPK 444/ANTH 444/SOC 444**

Cross-listed with: **IPK 344/ANTH 344**

Equivalent course(s): **IPK 344/ANTH 344**

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**.

Department / Program Head or Director: (Chair, PWG) Wenona Victor	**Date approved:** November 2016
Faculty Council approval	**Date approved:** December 9, 2016
Campus-Wide Consultation (CWC)	**Date of posting:** March 10, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:** December 9, 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:** March 24, 2017

Memo for Course Changes

To: Amanda Grimson, UEC Committee Assistant; Jacqueline Nolte, Dean of Arts; Arts Committee Assistant

From: Wenona Victor

Date: November 16 2016

Subject: Course revisions to calendar descriptions, credits and credit hours for IPK 386

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: Meet word count and better reflect course, course credit changed to 3 as this course only requires 45 contact hours.
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)? Indigenous Studies Curriculum Committee (ISCC) and the curriculum mapping subcommittee of ISCC
6. What consideration has been given to indigenizing the curriculum? 100%
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 – decrease so no cost
   b. Class size limit – increased to standard 36
   c. Frequency of offering
   d. Resources required (labs, equipment)

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

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2013
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) February 2021
Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: IPK 386	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Indigenous Worldviews of Turtle Island **Course Short Title (if title exceeds 30 characters):** Indigenous Worldviews	
Faculty: Faculty of Social Sciences	**Department (or program if no department): Bachelor of Arts,** Indigenous Studies major/minor

Calendar Description:

An exploration of the philosophies of the knowledge holders of Turtle Island and their connection to Indigenous peoples worldwide. Students will develop understanding and appreciation for the validity and relevance of the alternative perspective of Indigenous philosophies and the modern world.

Note: Students with credit for IPK 486 cannot take this course for further credit.

Prerequisites (or NONE):	45 university-level credits.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number: **IPK 486**
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**.

Total Hours: 60
Typical structure of instructional hours:

Lecture hours	30
Seminars/tutorials/workshops	15
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**45**

Special Topics
Will the course be offered with different topics?
☐ Yes ☒ No
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 36

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

Department / Program Head or Director: (Chair, PWG) Wenona Victor	**Date approved:** November 2016
Faculty Council approval	**Date approved:** December 9, 2016
Campus-Wide Consultation (CWC)	**Date of posting:** March 10, 2017
Dean/Associate VP: Dr. Jacqueline Nolte	**Date approved:** December 9, 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:** March 24, 2017

Learning Outcomes

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

- Describe the key topics and questions of Indigenous philosophies of Turtle Island
- Analyze the ontological, ethical, political, epistemological, and meta-philosophical issues raised within the context of Indigenous world views
- Critically analyze the interplay between students' own culture/world experiences and the teachings of Indigenous peoples
- Research contemporary Indigenous Philosophers and summarize their contributions to the canon
- Demonstrate critical thinking in class discussions and group assignments
- Deliver presentations skills that include a critical analysis of an Indigenous worldview
- Demonstrate skills in working collaboratively with differing worldviews

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)

Formal, non-formal, informal, and incidental learning methods will be used including: Discussions, guest speakers, student-centred activities, readings, and lectures. Indigenous leaders as guest lectures.

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.	Kawagley, O.	A Yupiaq Worldview: A Pathway to Ecology and Spirit	☐	Waveland Press	1995
2.	Baker, S. and Kirkness, N.	Khot-la-cha: An Autobiography of Chief Simon Baker	☐	Douglas and McIntyre	1994
3.	Miller, B.	Be of Good Mind: Essays on the Coast Salish	☐	UBC Press	2007
4.	Vine, D.	God is Red: A Native View of Religion	☐	North America Press	1994
5.	Waters, A.	American Indian Thought	☐	Blackwell	2004
6.	Warrior, R.	Tribal Secrets: Recovering American Indian Intellectual Traditions		Minneapolis: U of M Press	1995
7.	Fixico, D.	The American Indian Mind in a Linear World: American Indian Studies and Traditional Knowledge		Routledge	2003
8.	Turner, D.	This is Not a Peace Pipe: Towards a Critical Indigenous Philosophy		University of Toronto Press	2006
9.	Churchill, W.	Marxism and Native Americans		Boston: South End Press	1984

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

Typical Evaluation Methods and Weighting

Final exam:	30%	Assignments:	15%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab Work:	%	Field experience:	%	Shop Work:	%
Group Work:	20%	Participation:	10%	Presentation (Worldview):	25%	Total:	100%

Details (if necessary): : Participation based upon students ability to engage in class discussions by either responding to student questions or asking questions that are based upon course readings.

Typical Course Content and Topics

Week 1: Introduction to Indigenous (North American) Philosophies
Week 2: What is Indigenous Philosophy (Who Defines It?)
Weeks 3-4: Representations and Stereotypes (Otherness & Differences)
Weeks 5-6: Ancestral Sources of Philosophical Thought (Origins, Cosmology, Power)
Weeks 7-9: Indigenous knowledges, Epistemology, and Pedagogies
Week 10: Indigenous Philosophy & Personal Practice (Ethics, Preservation & maintenance of Indigenous Teachings)
Week 11-13: Contemporary Indigenous (North American Philosophers

Memo for Course Changes

To: Amanda Grimson, UEC Committee Assistant; Jacqueline Nolte, Dean of Arts; Arts Committee Assistant

From: Dr. Wenona Victor

Date: November 16, 2016

Subject: Course revisions to calendar descriptions, pre-requisites, and learning outcomes for IPK 401

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:

1. Rationale for change: Meet word count, include LO for experiential learning and make prereqs more student friendly
2. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): N/A
3. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
4. Which program areas have been consulted about the change(s)? Indigenous Studies Curriculum Committee (ISCC) and ISCC subcommittee on IS curriculum mapping
5. What consideration has been given to indigenizing the curriculum? 100%
6. If this course is not eligible for PLAR, explain why: N/A
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: N/A
    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? Yes experiential learning and visits to the land will be mandatory for this course. Cost to be shared by department and students
9. Estimate of the typical costs for this course, including textbooks and other materials: N/A

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2015
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) February 2021
Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: IPK 401	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Indigenous Worldviews and Spirituality **Course Short Title (if title exceeds 30 characters):** Worldviews and Spirituality	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Indigenous Studies

Calendar Description:

This course explores the ways in which Indigenous spirituality differs from Western religions and the impact of this on Indigenous and non-Indigenous worldviews, and ways of understanding and relating in the world. Coursework will be based on experiential learning and mandatory fieldwork.

Prerequisites (or NONE):	45 university-level credits including IPK 386 or (two of the following: IPK 100, IPK 101, IPK 201, IPK 277, IPK 331, IPK 332, FNST 102, FNST 201, or FNST 202). Note: As of January 2018, prerequisites will change to the following: 45 university-level credits including two of the following: IPK 100, IPK 101, IPK 201, IPK 277, IPK 331, IPK 332, FNST 102, FNST 201, or FNST 202.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☐ Yes ☒ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☒ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 60
Typical structure of instructional hours:

Lecture hours	20
Seminars/tutorials/workshops	20
Laboratory hours	
Field experience hours	20
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**60**

Special Topics
Will the course be offered with different topics?
☐ Yes ☒ No
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 36

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

Department / Program Head or Director: (Chair, PWG) Wenona Victor	**Date approved:** November 2016
Faculty Council approval	**Date approved:** December 9, 2016
Campus-Wide Consultation (CWC)	**Date of posting:** March 10, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:** December 9, 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:** March 24, 2017

Learning Outcomes

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

- Analyze differing Worldviews and their relation to ontology, axiology, epistemology, and spiritual beliefs
- Critically reflect upon experiential ways in which Indigenous spiritual beliefs shape relations with the animate world
- Identify and describe an Indigenous Worldview including its ontology, axiology, epistemology and spiritual beliefs
- Demonstrate ways in which this Worldview and spiritual belief are relevant in addressing contemporary issues
- Contribute constructively to peer learning experiences
- Engage in self-reflective praxis
- Demonstrate ability to reflect upon experiential learning during fieldwork

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)

Will include lectures, learning circles, group work, and fieldtrips.

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.	DeLoria Vine Jr.	God is Red		Putnam Publishing Group	2003
2.	DeLoria Vine, Jr.	Spirit and Reason		Fulcrum Publishing	1999
3.	Manulani, M.	Ho'oulu: Our Time of Becoming		Ai Pohaku Press	2004
4.	Duran Eduardo	Buddha in Redface		Writers Club Press	2000
5.					
6.					

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

Typical Evaluation Methods and Weighting

Final exam:	30%	Assignments:	20%	Midterm exam:	20%	Practicum:	%
Quizzes/tests:	%	Lab Work:	%	Field experience:	30%	Shop Work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Weeks 1-3: Understanding theology, Indigenous worldviews, and spirituality
Tracing the history of religion and its impact on Turtle Island
Distinguishing and Identifying spirituality from religion
Role spirituality plays in worldviews, ontology and epistemologies

Weeks 4-6: Colonial impacts and spirituality, decolonizing the spirit
Ways in which colonial policies impacted Indigenous spirituality
How is spirituality given expression, subdued, oppressed, changed

Weeks 7-9: Field trips: relating knowledge to the land, people, and communities
Students will spend an extended period of time on the land, learning about spirituality from the land

Weeks 10-12: Addressing contemporary issues
What role does religion play, what role does spirituality play, how are they different
Indigenous spirituality and land development, progress and modernity

Memo for Course Changes

To: Amanda Grimson, UEC Committee Assistant; Jacqueline Nolte, Dean of Arts; Arts Committee Assistant

From: Dr. Wenona Victor

Date: November 16 2016

Subject: Course revisions to calendar descriptions, pre-requisites for IPK 402

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: More student friendly pre-reqs and to meet word count
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? NA
5. Which program areas have been consulted about the change(s)? Indigenous Studies Curriculum Committee (ISCC) and ISCC subcommittee on IS curriculum mapping
6. What consideration has been given to indigenizing the curriculum? 100%
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: na
   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? na

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

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2015
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) February 2021
Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: IPK 402	**Number of Credits:** 9 Course credit policy (105)
Course Full Title: Indigenous Studies Field Work Practicum **Course Short Title (if title exceeds 30 characters):** IS Practicum	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Indigenous Studies

Calendar Description:

This is a supervised work experience with First Nations communities, agencies, and/or government offices. Students will apply their IS skills and knowledge in Indigenous settings and contribute to the management and resolution of challenges.

Prerequisites (or NONE):	60 university-level credits including 6 credits of 300-level or higher IPK, and instructor's permission.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☐ Yes ☒ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☒ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 440
Typical structure of instructional hours:

Lecture hours	
Seminars/tutorials/workshops	20
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	420
Online learning activities	
Other contact hours:	
Total	**440**

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): 6

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

Department / Program Head or Director: (Chair, PWG) Wenona Victor	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	December 9, 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	March 10, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:**	December 9, 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Work effectively as part of a team
- Adhere to working conditions in a First Nations community or agency
- Identify workplace challenges and their etiology
- Use the appropriate communication skills to build positive relationships with various stakeholders
- Analyze a workplace challenge and provide a creative solution to it
- Establish an appropriate relationship with First Nations stakeholders to build an atmosphere of trust and cooperation.
- Apply decolonizing strategies to contemporary Indigenous issues
- Reflect on one's own challenges as well as emerging issues in this particular field as it pertains to Indigenous peoples and or communities

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)

Practicum experience, writing assignments and seminar discussions

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

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

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

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Articles	Student identified, based on practicum placement			
2.					
3.					
4.					
5.					
6.					

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	20%	Midterm exam:	%	Practicum:	80%
Quizzes/tests:	%	Lab Work:	%	Field experience:	%	Shop Work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Introduction to practicum including:

- Confidentiality and ethics
- Assertiveness training and cultural competency
- Asserting individual autonomy while team building
- Pertinent issues particular to placement
- Expectations including presenting relevant processes of decolonization / relevant Indigenous knowledge and/or experiences,
- assist personnel/agency in the advocacy of Indigenous rights and title
- Field issues
- Labour market including applications and interviews
- Evaluation and suitability for work in area of practicum placement

Memo for Course Changes

To: Amanda Grimson, UEC Committee Assistant; Jacqueline Nolte, Dean of Arts; Arts Committee Assistant

From: Dr. Wenona Victor

Date: November 16 2016

Subject: Course revisions to calendar descriptions, pre-requisites, and learning outcomes for IPK 403

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:

1. Rationale for change: total hours are now in line with credits and other capstones
2. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): na
3. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? na
4. Which program areas have been consulted about the change(s)? Indigenous Studies Curriculum Committee (ISCC) and ISCC subcommittee on IS curriculum mapping
5. What consideration has been given to indigenizing the curriculum? 100%
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: na
    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? na

9. Estimate of the typical costs for this course, including textbooks and other materials: N/A

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2015
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) February 2021
Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: IPK 403	**Number of Credits:** 6 Course credit policy (105)
Course Full Title: Indigenous Studies Capstone **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Indigenous Studies

Calendar Description:

Students working both in the classroom and in a First Nations community will apply an Indigenous research methodology in one of the following specific issue areas: land and treaty making, resource management, Indigenous governance, social justice and education, or health.

Prerequisites (or NONE):	60 university-level credits including IPK 344 and (one of the following: IPK 331, IPK 332, IPK 386, IPK 477, or IPK 401) and instructor's permission.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☐ Yes ☒ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☒ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 320
Typical structure of instructional hours:

Lecture hours	36
Seminars/tutorials/workshops	36
Laboratory hours	
Field experience hours	224
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: Weekly Debrief	24
Total	**320**

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): 28

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

Department / Program Head or Director: (Chair, PWG) Wenona Victor	**Date approved:** November 2016
Faculty Council approval	**Date approved:** December 9, 2016
Campus-Wide Consultation (CWC)	**Date of posting:** March 10, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:** December 9, 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:** March 24, 2017

Learning Outcomes

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

- Explain the role of research in Indigenous studies, from both an academic and community perspective
- Conduct a comprehensive literature review in pre-identified area
- Define and describe a major research question in one of the five topic areas
- Investigate selected research questions in a given specific issue area (see above)
- Evaluate and apply appropriate methodologies
- Contribute to problem identification and possible solutions-based discussions during seminars
- Complete associated field reports
- Compose a written and verbal argument for the role(s) of theoretical and practical Indigenous knowledge in the explanation and understanding of contemporary Indigenous research and/or issue

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 use a lecture, seminar and field experience format. Seminars will introduce topics and field problems, review methods and techniques required for investigation and encourage student interaction in problem solving. Field experience will require students to work closely with a First Nations community of their choice.

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.		Readings to be selected based upon student topic choice in specific issue area			
2.		Each student to complete a lit review in topic area			
3.					
4.					
5.					
6.					

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	10%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab Work:	%	Field experience:	20%	Shop Work:	%
Lit Review/Research Q:	25%	Analysis of Data & Report:	25%	Final Report:	20%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Weeks 1-5:

- Indigenous research methodology review
- Introduction to key concepts and issues
- Literature review
- Work with Community to identify needs
- Work with Community to develop research questions
- Introduction to ethics review

Weeks 6-9:

- Questionnaire design / data collection
- Data compilation and preliminary analysis
-

Weeks 10-14:

- Data analysis, and write-up
- Presentation and discussion of data

Memo for Course Changes

To: Amanda Grimson, UEC Committee Assistant; Jacqueline Nolte, Dean of Arts; Arts Committee Assistant

From: Dr. Wenona Victor

Date: November 16 2016

Subject: Changes to IPK 404

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:

1. Rationale for change: make prereqs more student friendly
2. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): na
3. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? na
4. Which program areas have been consulted about the change(s)? Indigenous Studies Curriculum Committee (ISCC) and ISCC subcommittee on IS curriculum mapping
5. What consideration has been given to indigenizing the curriculum? 100%
6. If this course is not eligible for PLAR, explain why: It's a Directed Studies
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: na
    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? na

9. Estimate of the typical costs for this course, including textbooks and other materials: N/A

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2015
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) February 2021
Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: IPK 404	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: : Directed Studies in Indigenous Studies **Course Short Title (if title exceeds 30 characters):** Directed Studies in IS	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Indigenous Studies

Calendar Description:

This course is designed for students to examine in greater depth a particular issue relevant to Indigenous peoples of Canada, or other colonized Indigenous peoples around the world through the examination, interpretation, or analysis of scholarly sources.

Prerequisites (or NONE):	45 university-level credits including 6 of IPK or FNST, and instructor's permission.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☐ Yes ☒ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☐ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☐ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 60
Typical structure of instructional hours:

Lecture hours	
Seminars/tutorials/workshops	20
Laboratory hours	
Field experience hours	10
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	30
Total	**60**

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): 6

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

Department / Program Head or Director: (Chair, PWG) Wenona Victor	**Date approved:** November 2016
Faculty Council approval	**Date approved:** December 9, 2016
Campus-Wide Consultation (CWC)	**Date of posting:** March 10, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:** December 9, 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:** March 24, 2017

Learning Outcomes

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

- Prepare a comprehensive reading list in a topic area of interest
- Critically analyze themes and ideas in weekly readings
- Provide comprehensive arguments during weekly seminar discussions
- Synthesize readings, weekly seminar discussions and own thoughts in weekly self-reflective journal entries
- Examine the themes, methodologies, and theories associated with the selected topic.
- Identify and describe issues pertinent to topic area in a comprehensive term paper

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)

1. Weekly discussion with faculty advisor.
2. Preparation of written assignments (see below).

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.		Readings to be compiled in consultation with student			
2.					
3.					
4.					
5.					

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	50%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab Work:	%	Field experience:	%	Shop Work:	%
Other:	%	Review Paper:	25%	Reflective Journal:	25%	Total:	100%

Details (if necessary):

Weekly discussion with faculty advisor and assignments: 50%
* the amount of reading to be discussed each week is likely to be significantly heavier than that assigned for a regular upper-level Indigenous studies course.
Review paper and reflective journal: 50%

Typical Course Content and Topics

The written work expected of the student can take two forms:

1. Review paper: 15-20 page paper synthesizing the literature related to the chosen topic, to be handed in at the end of the semester.

2. Journal: weekly response to the ideas encountered in reading and discussion, including: synopsis of the ideas or arguments made by authors, reaction to or engagements with these ideas or arguments, questions raised in the student's mind or in discussion with the instructor about authors' ideas. To be handed in two or three times during the semester.

Memo for Course Changes

To: Amanda Grimson, UEC Committee Assistant; Jacqueline Nolte, Dean of Arts; Arts Committee Assistant

From: Dr. Wenona Victor

Date: November 16 , 2016

Subject: Course revisions pre-requisites for IPK 477.

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: Increase student flexibility and accessibility also to include FNST courses along with IPK courses
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): na
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? na
5. Which program areas have been consulted about the change(s)? Indigenous Studies Curriculum Committee (ISCC) and ISCC subcommittee on IS curriculum mapping and the Biology Department
6. What consideration has been given to indigenizing the curriculum? 100%
7. If this course is not eligible for PLAR, explain why: na
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: na
   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? na
10. Estimate of the typical costs for this course, including textbooks and other materials: N/A

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2013
REVISED COURSE IMPLEMENTATION DATE: September 2017
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.

Course Code and Number: IPK 477	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Traditional Ecological Knowledges **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Indigenous Studies

Calendar Description:

This course explores Indigenous approaches to botany, zoology, and ecology. Possible topics include classification, traditional ecological knowledge, harvesting, natural resource management, animal care, and relationships to other aspects of Indigenous life, culture, and land claims. Emphasis is on traditional Northwest Coast knowledge.

Note: This course includes class field trips.
Note: This course is offered as IPK 477 and BIO 477. Students may take only one of these for credit.

Prerequisites (or NONE):	45 university-level credits. Note: As of January 2018, prerequisites will change to the following: 45 university-level credits including 6 credits of IPK or FNST. Biology students can contact the instructor for permission to register.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with: BIO 477
Equivalent course(s): BIO 477
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**.

Total Hours: 60
Typical structure of instructional hours:

Lecture hours	15
Seminars/tutorials/workshops	30
Laboratory hours	
Field experience hours	15
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**60**

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): 28

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

Department / Program Head or Director: (Chair, PWG) Wenona Victor	**Date approved:** November 2016
Faculty Council approval	**Date approved:** December 9, 2016
Campus-Wide Consultation (CWC)	**Date of posting:** March 10, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:** December 9, 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:** March 24, 2017

Learning Outcomes

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

- Differentiate the nature, sources, and characteristics of traditional ecological knowledge
- Identify and describe specified plants and animals and the ecological relationship among them from an Indigenous perspective
- Interpret key differences between scientific and indigenous styles of knowing about the environment
- Illustrate the larger empirical and theoretical implications of using traditional ecological knowledge within natural resource management
- Compare and contrast Indigenous and scientific philosophies as related to the environment
- Explain the complex relationship between culture and biology in traditional ecological knowledge and natural resource management
- Describe issues around indigenous knowledge and intellectual property 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)

Formal, non-formal, informal, and incidental learning methods will be used including: Discussions, guest speakers, field trips, student centred activities, readings, and lectures.

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.	Anderson, E.N., Deborah Pearsall, Eugene Hunn, and Nancy Turner	Ethnobotany		Wiley-Blackwell	2011
2.		Course pack to include a selection from: Angayuqaq Oscar Kawagley ( ). A Yupiaq Worldview: A Pathway to Ecology and Spirit, Second Edition.			
3.	Turner, N.J.	The Earths Blanket: Traditional Teaching for Sustainable Living		Douglas and McIntyre Ltd.	2005
4.	Pierotti Raymond	Indigenous Knowledge, Ecology, and Evolutionary Biology	Routledge		2010
5.	Menzies, Charles (Translator)	Traditional Ecological Knowledge and Natural Resource Management		University of Nebraska	2006
6.	Berkes Fikret	Sacred Ecology		Routledge	2008

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

Typical Evaluation Methods and Weighting

Final exam:	35%	Assignments:	%	Midterm exam:	30%	Practicum:	%
Quizzes/tests:	%	Lab Work:	%	Field experience:	%	Shop Work:	%
Project:	25%	Participation:	10%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Week 1 Introduction to traditional ecological knowledge
Week 2 Elder teachings and river walk at Blue Heron Reserve
Week 3 Lifestyles: Being out on the land and water
Week 4 Who has the knowledge and who can learn it
Weeks 5-9 Examples of traditional ecological knowledge (including fieldtrips and guest lectures)
Week 10 Indigenous methodologies, epistemology, classification, and ontology
Week 11 Traditional technologies, ceremonies and sacredness
Week 12-13 Indigenous peoples and natural resource management

ORIGINAL COURSE IMPLEMENTATION DATE:	January 2013
REVISED COURSE IMPLEMENTATION DATE:	September 2017
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.

Course Code and Number: BIO 477	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Traditional Ecological Knowledges **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Indigenous Studies
Official Course Outline: This is a cross-listed course. Please refer to **IPK 477** for the official course outline.	
Calendar Description: This course explores Indigenous approaches to botany, zoology, and ecology. Possible topics include classification, traditional ecological knowledge, harvesting, natural resource management, animal care, and relationships to other aspects of Indigenous life, culture, and land claims. Emphasis is on traditional Northwest Coast knowledge. Note: This course includes class field trips. Note: This course is offered as IPK 477 and BIO 477. Students may take only one of these for credit.	
Prerequisites (or NONE):	45 university-level credits. Note: As of January 2018, prerequisites will change to the following: 45 university-level credits including 6 credits of IPK or FNST. Biology students can contact the instructor for permission to register.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit) Former course code/number: Cross-listed with: **IPK 477** Equivalent course(s): **IPK 477** *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**.

Department / Program Head or Director: (Chair, PWG) Wenona Victor	**Date approved:** November 2016
Faculty Council approval	**Date approved:** December 9, 2016
Campus-Wide Consultation (CWC)	**Date of posting:** March 10, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:** December 9, 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:** March 24, 2017

Memo to : CACC, College of Arts Council, UEC

From: UFV French Department

Date: January 17, 2017

Subject: New French Curriculum

During the discussions of the Language Requirement for the new UFV BA which will come into effect, it became clear that changes had to be made to the French curriculum in order to make the programme as consistent as possible with the other languages offered at UFV.

Primarily, the proposed change affects the structure of the first-year programme. Before the early nineties our French 101 and 102 covered a specific set of required skills which the learners had to master, and what specific linguistic topics were covered, such as specific verb tenses and moods, amount of vocabulary, etc. French 101 was articulated very specifically with other universities and colleges around BC as a course requiring Grade 11 French for entry. This meant that as our French programme developed, we had to create a course designed for those who had had no French or at least not Grade 11. So we developed French 100 (or 099 as it was called at first). With the creation of French 100 in 1995, it would now take a true beginner in French three semesters to complete the first-year of study instead of two, as with all the other seven first-year languages. This was seen as fair because at that time there were far more students in the school system studying French than studying other languages, several of which were not taught at that time. Moreover, at first our colleagues from other French departments assured us that three semesters would not be abnormal, because "there were higher expectations for French because it was the second official language of Canada." Further, because many secondary school students were going into French, most took enough French to render the need for a course such as French 100, a true beginner's course, somewhat moot amongst our students, except for our foreign students who wanted to begin French. Thus French 100 became popular amongst international students at UFV.

But over a long period of time, demographics have changed, our students have changed and so have their needs. And now with inclusion of a language requirement within the new BA, it became clear that to be fair to all concerned in MOLA, French had to conform to the same time frame as other languages, i.e. two semesters of study to complete the first year of study. Therefore, the French instructors within MOLA, with the support of all seven other languages currently offered by MOLA, propose several changes to the curriculum as high-lighted below:

- French 100 will be eliminated. (A formal request for discontinuation will be submitted through the approval process; no sections will be timetabled after the current semester.)

- The curriculum of French 101 and 102 will be reconfigured to absorb the topics which were taught in 100. By necessity, some topics previously contained within the three semester system will be excised from the curriculum and taken up in one of the second year courses, some of which will be re-organized. However, these curriculum reductions are not essential to achieving the learning objectives of the courses. For example, instead of a thorough study of the subjunctive, only expressions of volition and necessity will be studied; the other expressions (emotion, doubt, conjunctions, superlative) will be studied in second year when subjunctive is being reviewed.
- French 101 will now have no prerequisites, the same as the other first-year language courses offered through the Modern Languages Institute, and will begin at the beginning. French 102 will require UFV French 101 or equivalent, such as Grade 11 French.
- A new second-year course is in development. This course has been designed to fulfill the needs of those students who have completed first-year study, but whose level of competency is too low to ensure success in French 215 and 216. For a long time we have noticed students in 215 and 216 who, despite completing Grade 12 or UFV French 102, have struggled with those courses. Entry into the new course would be based on grades: those with less than a B in French 12 or UFV French 102, or below a designated score on a placement test, would be required to take this new course before enrolling in either 215 or 216.

Memo for Course Changes

To: CACC, CAC, CWC, UEC

From: Teresa Arrôliga-Piper (Department Head, Modern Languages)

Date: November 15, 2016

Subject: Proposal for revision of (French 101)

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: French 100 has been eliminated from the curriculum; see accompanying memo. Slight changes made to the calendar description to shorten the length to 40 words or less.
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? UFV Language requirement
5. Which program areas have been consulted about the change(s)? MOLA
6. What consideration has been given to indigenizing the curriculum? Class discussions about the TRC and its impact will be held throughout the semester.
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

10. Estimate of the typical costs for this course, including textbooks and other materials: $70 plus tuition

CWC comments and responses:

- Is it problematic to have language courses without any prerequisites, as these are open to students at the Qualifying Studies level? (Although several of these courses already have no prerequisites, the prereq for FREN 101 is being removed.)

  This should cause no problem into the future. From now on, all 101 language courses will be at an introductory level requiring no former study of the language.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 1981
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: FREN 101	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: French Language I **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Languages

Calendar Description:

An introduction to the French language through an intensive study of pronunciation, vocabulary, and structure to develop "creative communication."

Note: Not open to students who have taken French 11 within the last two years except with permission of instructor or department head.
Note: This course is equivalent to CEFR level A1.

Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☒ Yes ☐ No
Transfer credit requested (OReg to submit to BCCAT):
☒ Yes ☐ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☒ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 60
Typical structure of instructional hours:

Lecture hours	45
Seminars/tutorials/workshops	15
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**60**

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): 28

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

Department / Program Head or Director: Teresa Arroliga-Piper	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	November 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	February 17, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:**	November 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

1. Introduce and describe themselves to others, giving information about looks and personality, family relationships, interests, and hobbies.
2. Request and provide personal information, such as name, age, nationality, and profession.
3. Use different registers appropriately, i.e. levels of formality.
4. Interact verbally with native speakers by asking and answering simple questions in areas of immediate concern or on familiar topics.
5. Show awareness of social conventions and cultural values embedded in the target language.
6. Communicate in French at the CEFR Basic User Beginner level (A1).
7. Construct sentences orally and in writing in the present, immediate future, and compound past.
8. Use descriptive, interrogative, and possessive adjectives.
9. Use expressions of quantity and interrogative pronouns.
10. Use a variety of vocabulary to do with student's daily life and routine.
11. Explain basic cultural differences between Canada and several francophone cultures.
12. Read and write short texts enabling them to function at a simple level in French.
13. Distinguish basic grammatical differences between French and English.
14. Demonstrate a working vocabulary of at least 500 words.

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)

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.	Cameron & Hamilton-Clark	*Bonjour, le Canada!* Livre Un	☐	MMM	2016
2.			☐		

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

Access to the Can8 interactive platform for oral practice.

Typical Evaluation Methods and Weighting

Final exam:	15%	Assignments:	50%	Midterm exam:	15%	Practicum:	%
Quizzes/tests:	10%	Lab work:	10%	Field experience:	%	Total:	100%

Details (if necessary): Students must have an average of at least 50% or better on exams.

Typical Course Content and Topics

1. Grammatical concepts: a. Verb tenses: the present, the immediate future, the compound past, b. Agreement of adjectives (descriptive, interrogative, possessive) c. Direct and Indirect object pronouns d. Expressions of quantity e. Interrogative pronouns f. Regular "er" and "ir" verbs as well as irregular verbs including faire, avoir, être, pouvoir, vouloir, devoir, boire.
2. Vocabulary: Topics may include: professions and academic studies, weather, daily routine, leisure activities, food, comparing city and country life, etc.
3. Cultural components may include: the Francophone world, the French academic system, Regional differences within France, Québec, gastronomic traditions
4. Pronunciation drills.
5. Weekly schedule:
   Week 1 (Chap 1): classroom orders, greetings, identification of self, register, questions, negation.
   Week 2 (Chap 1): articles, possession, contractions, numbers 1-30, subject pronouns, disjunctive pronouns, adjectives, verb "*être*".
   Week 3 (Chap 2): -er verbs, time expressions, clock time, possessive adjectives,
   Week 4 (Chap 2): numbers 31-100, ordinal numbers, verb "*avoir*"
   Week 5 (Chap 3): comparisons, numbers, prepositions, questions (2),
   Week 6 (Chap 3): verb "*faire*", verb + infinitive, "*préférer*" type verbs.
   Week 7 review and mid-term exam
   Week 8 (Chap 4): verb "*aller*", Direct Object pronouns, pronoun "y"
   Week 9 (Chap 4): frequency, verb "*venir*" "*futur proche*", -ir verbs, *passé récent*.
   Week 10 (Chap 5): reflexive verbs, frequency (2), verb "prendre"
   Week 11 (Chap 5): partitive, pronoun "en", quantity, passé composé with "avoir"
   Week 12 (Chap 6): passé composé with "être", indirect objects and pronouns.
   Week 13 (Chap 6): verbs "vouloir", "pouvoir" and "devoir".

Memo for Course Changes

To: CACC, CAC, CWC, UEC

From: Teresa Arrôliga-Piper (Department Head, Modern Languages)

Date: November 15, 2016

Subject: Proposal for revision of (French 102)

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: French 100 has been eliminated from the curriculum; see accompanying memo. Slight changes made to the calendar description to shorten the length to 40 words or less.
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? UFV Language requirement
5. Which program areas have been consulted about the change(s)? MOLA
6. What consideration has been given to indigenizing the curriculum? Class discussions about the TRC and its impact will be held throughout the semester.
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

10. Estimate of the typical costs for this course, including textbooks and other materials: $70 plus tuition

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 1981
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: FREN 102	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: French Language II **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Humanities	**Department (or program if no department):** MODERN LANGUAGES

Calendar Description:

This course continues to develop students' ability to express themselves in oral and written French. It reviews material presented in FREN 101 and introduces new skills such as *imparfait, subjonctif*, *futur simple,* and *conditionnel, a*long with new expressions, idioms, and vocabulary.

Note: This course is equivalent to CEFR level A2.

Prerequisites (or NONE):	FREN 101, French 11, or assessment of the department.
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☐X 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**.

Total Hours: 60
Typical structure of instructional hours:

Lecture hours	45
Seminars/tutorials/workshops	15
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**60**

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): 28

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

Department / Program Head or Director: Teresa Arroliga-Piper	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	November 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	February 17, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:**	November 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

1. Demonstrate correct usage of the subjunctive after expressions of doubt, necessity, emotion
2. Demonstrate correct usage of all personal pronouns as well as "*y*" and "*en*"
3. Correctly use the following verbs in *presént, passé composé, imparfait, futur simple, conditionnel* and *subjonctif: "offrir*" (and other verbs of this type such as "*ouvrir", "couvrir*", etc.), "*croire", "voir", "savoir", "connaître"* (and the problems associated with "*pouvoir*" in context), "*conduire*" (and other verbs of this type such as "*produire", "réduire*", etc), "*suivre*" (and other verbs of this type such as "*poursuivre*"),
4. Correctly use all types and formation of adverbs
5. Combine clauses using relative pronouns "*qui", "que", "où", "ce qui",* and *"ce que*"
6. Provide sequence of events using adverbs, noun phrases and " *avant* " and " *après* "
7. Utilize VERB + INFINITIVE constructions, including expressions which require "*à*" or "*de"* before the infinitive.
8. Express hypothetical constructions
9. Express events in the past tense using *passé composé,* and i*mparfait*
10. Express events in the future using *futur simple* and *futur proche*.
11. Demonstrate knowledge of the French culture in Canada, France, Belgium, Switzerland, Africa and Asia
12. Demonstrate competency in various elements of French phonology such as *liaison, enchaînement*, rhythm and intonation
13. Produce sufficiently competent pronunciation to be understood
14. Communicate in French at the CEFR Beginner level (A2).
15. Distinguish basic grammatical differences between French and English.
16. Demonstrate a working vocabulary of at least 1000 words.

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)

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.	Cameron & Hamilton-Clark	*Bonjour, le Canada!* Livre Deux	☐	MMM	2016
2.			☐		
3.			☐		
4.			☐		
5.			☐		

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

Access to the Can8 interactive platform for oral practice.

Typical Evaluation Methods and Weighting

Final exam:	15%	Assignments:	50%	Midterm exam:	15%	Practicum:	%
Quizzes/tests:	10%	Lab work:	10%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary): Students must have an average of at least 50% or better on exams.

Typical Course Content and Topics

Grammatical concepts:

a. Verb tenses and moods: the present (review), the immediate future (review), the compound past (review), imperfect, *futur simple*, plus an introduction to the subjunctive and conditional moods

b. negation, real and hypothetical conditions, -re verbs, interrogatives, expressions of doubt, necessity and emotion, adverbs, relative pronouns, ordering events

c. Regular " er ", " ir", "re" verbs as well as irregular verbs including "*dire", "lire", "écrire", "mettre", "voir", "croire", "savoir", "connaître", "suivre"* and "*recevoir*".

1. Vocabulary: Topics may include: professions and academic studies, weather, daily routine, leisure activities, food, past activities, future activities, health, social issues, environmental issues, economy, music and art, sports, travel, computers and electronic devices.
2. Cultural components may include: the Francophone world, Regional differences within France, Québec, Belgium, Switzerland as well as Francophone countries in Africa and Asiagastronomic traditions
3. Pronunciation drills.

4. Weekly schedule:
   Week 1 (Chap 7): *imparfait*, negation, *passé composé* used together with *imparfait.*
   Week 2 (Chap 7): reflexive verbs, "*dire", "lire", "écrire".*
   Week 3 (Chap 8): *futur simple*, conditionnel,
   Week 4 (Chap 8): hypothetical conditions, -re verbs, "*mettre*".
   Week 5 (Chap 9): "il faut", present subjunctive.
   Week 6 (Chap 9): expressions of emotion, pronoun and adverb review.
   Week 7 review and mid-term exam
   Week 8 (Chap 10): subjunctive with expressions of doubt, verbs "*croire*" and "*voir*".
   Week 9 (Chap 10): relative pronouns.
   Week 10 (Chap 11): verbs "*savoir*" vs "*connaître*", verbs "*suivre* " and "*recevoir*"
   Week 11 (Chap 11): relative pronouns (2), ordering events.
   Week 12 (Chap 12): conditional and subjunctive review.
   Week 13 (Chap 12): review of past tense and pronouns.

Memo for Course Changes

To: CACC, CAC, CWC, UEC

From: Teresa Arrôliga-Piper (Department Head, Modern Languages)

Date: November 15, 2016

Subject: Proposal for revision of (insert title of course) JAPN 102 Japanese Language 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: Course outlines due for updates
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?
5. Which program areas have been consulted about the change(s)? MOLA
6. What consideration has been given to indigenizing the curriculum?

   Through learning foreign language and culture, students become aware of various culture and heritage. Attitude to respect other cultures and their own will be promoted.
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

10. Estimate of the typical costs for this course, including textbooks and other materials: $80 plus tuition

ORIGINAL COURSE IMPLEMENTATION DATE:	January 1998
REVISED COURSE IMPLEMENTATION DATE:	September 2017
COURSE TO BE REVIEWED: (six years after UEC approval)	March 2023

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.

Course Code and Number: JAPN 102	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Japanese Language II **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Languages

Calendar Description:

Four skills in Japanese: speaking, listening, reading, and writing will be practiced with adequate vocabulary, grammar and cultural knowledge.

Prerequisites (or NONE):	One of the following: JAPN 101, Japanese 11, or assessment of the department.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

Transfer Credit

Transfer credit already exists: ☒ Yes ☐ No

Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☒ No

To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 60

Typical structure of instructional hours:

Lecture hours	45
Seminars/tutorials/workshops	15
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**60**

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): 26

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

Department / Program Head or Director: Teresa Arroliga-Piper	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	November 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	February 17, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:**	November 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

1. Make positive and negative requests (~tekudasai/ ~naidekudasai).
2. Express permission and prohibition (~temoiidesu/ ~tewaikemasen).
3. Connect activities using te-form.
4. Express reasons (~kara~ /~node~).
5. Express progressive and resultant state (~teiru).
6. Combine adjectives (~kute/ ~de) and describe appearances and feelings.
7. Report what someone has said (~toitteimashita).
8. Express one's opinion (~toomoimaasu).
9. Make noun modifying clause using short form.
10. Make comparisons using adjectives and adverbs.
11. Express one's desire (~taidesu).
12. List items (~ya~) and activities (~tari~tari suru).
13. Describe remarkable experiences (~takotogaaru).
14. Explain things with the intention of sharing emotions (~noda).
15. Express obligations (~nakutewaikemasen).
16. Read and write 150 kanji.
17. Comprehend and use 600 words.
18. Read and compose texts with multiple paragraphs about familiar topics.
19. Demonstrate basic knowledge about some aspects of Japanese culture such as kinship terms, the school system, and common forms of transportation.

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 aims at developing students' proficiency in using Japanese for realistic, communicative purposes. Japanese grammar and communicative strategies are quite different from those used in English. Lectures (maximum 26 students) and exercises in class will help students develop Japanese listening, speaking, reading and writing skills. In conversation labs (maximum of 9 students) students are especially encouraged to use the skills they have learned. Computer Laboratory activities are designed for individual work to put Japanese skills into use and particularly to assist students in developing a smooth delivery of spoken Japanese.

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.	Banno, et al.	Genki 1: An Integrated Course in Elementary Japanese	☐	Japan Times	2011

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

Headphones for use in the multi-media lab. Audio-visual equipment which is already in our classrooms and students have access to our Multi-media laboratory.

Typical Evaluation Methods and Weighting

Final exam:	20%	Assignments:	15%	Midterm exam:	20%	Practicum:	%
Quizzes/tests:	20%	Attendance & Active Participation:	15%	Oral test:	10%	Total:	100%

Typical Course Content and Topics

100 new kanji are introduced throughout the course.

Week 1: Course Introduction, Review 101, Introduction to Te-form
Week 2: Uses of Te-form: Making request, Describing multiple activities in a sentence, Asking and giving permission, Prohibition
Week 3: Uses of Te-form: Progressive, Resultant state, Talking about families and friends, In-class writing
Week 4: Giving direction, Dialogue, Dictionary forms of verbs, Plain negative forms of predicates
Week 5: Short form and its usage: Negative request, Expressing opinion, Reporting what someone has said
Week 6: Short form in past tense, noun modifying clause, perfective
Week 7: Dialogue, Expressions using short form
Week 8: Midterm test, Comparison, Superlative
Week 9: Showing Intention, Pronoun (no), Particle (de)
Week 10: Expressing hope and aspiration (~tai), Telling about remarkable experiences, Listing things, Listing activities
Week 11: Explanatory sentence (~noda), Giving suggestion
Week 12: Excessiveness, Reason (~node), Obligation
Week 13: Review, Preparation for interview

Memo for Course Changes

To: CACC, CAC, CWC, UEC

From: Teresa Arrôliga-Piper (Department Head, Modern Languages)

Date: November 15, 2016

Subject: Proposal for revision of German 101

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: Slight modification in progression due to text and resource material change. New materials allow for stronger focus on achieving oral competency through highly developed online platform for completing pronunciation exercises, listening, and speaking exercises.
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? Various PowerPoint presentations were created by instructor to depict cultural imagination by German people regarding indigenous peoples. For example, German author Karl May wrote numerous adventure novels depicting encounters with indigenous peoples.
7. If this course is not eligible for PLAR, explain why: eligible
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
   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? Not required
10. Estimate of the typical costs for this course, including textbooks and other materials: Textbook including on-line access code for 36 months retails for approx. $200. The Textbook is also used for German 102.

CWC comment and response:

- Additional explanation will be required for the increase in hours, particularly since the credits are not changing.

  The increase in hours for GERM 101 and 102 brings them into line with all of the other first year language courses, which also have 60 instructional hours for 3 credits. (Note that the old/current outlines for PUNJ 101, FREN 101 and FREN 102 still have 45 instructional hours. All of these are being revised to 60 instructional hours.) The 60 hours includes 3 hours of lecture plus 1 hour of seminar per week.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2000
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: GERM 101	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: German Language I **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Languages

Calendar Description:

Students will develop active and creative communication skills. Focus is on oral communication in a variety of everyday situations: narrating events in present tense, describing situations, expressing commands, making requests, giving advice, and expressing personal preferences in German.

Note: This course is equivalent to CEFR level A1.

Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☒ Yes ☐ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☒ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours:60
Typical structure of instructional hours:

Lecture hours	45
Seminars/tutorials/workshops	15
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**60**

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): 26

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

Department / Program Head or Director: Teresa Arroliga-Piper	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	November 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	February 17, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:**	November 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

1. Express themselves in German at the beginner level using comprehensive pronunciation and intonation patterns
2. Introduce themselves to others
3. Give and request personal information such as name, age, nationality and profession
4. Describe themselves to others, providing information about their interests, family relationships, hobbies and preferences
5. Distinguish and properly use different forms of address (formal versus informal)
6. Talk about travel and vacation, asking questions about transportation and accommodations
7. Read and write shorts texts requiring them to function at a beginners' level in German
8. Identify and use regular verbs in the present tense
9. Interpret the meaning of simple, practical sentences and questions in German
10. Build a basic vocabulary of about 600 words and use of various idiomatic expressions
11. Distinguish basic grammatical differences in German compared to English
12. Correctly interpret ideas and comments by others posted in social media
13. Appraise and examine cultural and historical facts
14. Narrate and describe events in present and future tense on a variety of topics
15. Interact verbally with authentic speakers of German in a variety of day-to-day situations
16. Identify social conventions and cultural values embedded in the German language
17. Use the German language to participate in German communities at home and around the world (i.e. Tourism in BC)
18. Communicate in a foreign language at the CEFR Basic User Beginner Level (A1).

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 takes a communicative approach, dealing as much as possible with authentic language sources. Students are involved in producing German from the very first class as they work to develop the four basic skills: [i] listening to and [ii] speaking, [iii] reading and [iv] writing German.

Instruction includes grammatical explanations and group interaction. Course material concentrates on the acquisition of vocabulary and grammatical skills enabling students to accurately communicate orally and in writing at a beginner's level in German.

The online component is intended to improve students' pronunciation, comprehension and writing skills. Students are also required to watch the German Fotoroman embedded in the online material. Fotoroman features the lives of four university students living in Berlin and class participants have to respond to questions online pertaining to each segment.

Quizzes, Chapter tests and Final exam include oral comprehension components.

Participation includes class participation and final oral proficiency demonstration at end of semester.

Assignments are done online using the platform provided by VISTA Higher Learning's textbook Sag mal, 2nd edition.

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.	Anton, Barske,et al.	Sag mal, 2nd edition An Introduction to German Language and Culture	☐	VISTA	2017
2.			☐		
3.			☐		
4.			☐		
5.			☐		

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

n/a

Typical Evaluation Methods and Weighting

Final exam:	25%	Assignments:	14%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	46%	Lab work:	%	Field experience:	%	Shop work:	%
Participation:	15%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Final exam includes oral component (5%) and written component (25%)

Quizzes/tests includes 15 quizzes and 4 chapter tests at 10% each

Typical Course Content and Topics

GERM 101 completes chapters 1-4 (half of 4) of the textbook Sag mal by VISTA Higher Learning.
Week 1: Greetings, farewells, alphabet, pronunciation
Week 2: Gender of nouns, definite and indefinite articles, subject pronouns, pronunciation
Week 3: Nominative versus accusative case, verbs “sein” and “haben”
Week 4: Word order in questions, statements; conjunctions, numbers
Week 5: Present indicative of regular verbs
Week 6: Forming questions using question words
Week 7: Talking about time and dates, present indicate of stem-changing verbs
Week 8: Present indicate tense used as future tense; negation
Week 9: Possessive adjectives
Week 10: Descriptive adjectives; modal verbs
Week 11: Modal verbs continued; the imperative
Week 12: adverbs
Week 13: Separable and inseparable prefix verbs in present tense
Week 14: Final oral proficiency demonstration

Memo for Course Changes

To: CACC, CAC, CWC, UEC

From: Teresa Arrôliga-Piper (Department Head, Modern Languages)

Date: November 15, 2016

Subject: Proposal for revision of German 102

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: Slight modification in progression due to text and resource material change. New materials allow for stronger focus on achieving oral competency through highly developed online platform for completing pronunciation exercises, listening, and speaking exercises.
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? Various PowerPoint presentations were created by instructor to depict cultural imagination by German people regarding indigenous peoples. For example, German author Karl May wrote numerous adventure novels depicting encounters with indigenous peoples.
7. If this course is not eligible for PLAR, explain why: eligible
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
   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? Not required
10. Estimate of the typical costs for this course, including textbooks and other materials: Textbook including on-line access code for 36 months retails for approx. $200. The Textbook is also used for German 101.

CWC comment and response:

- Additional explanation will be required for the increase in hours, particularly since the credits are not changing.

  The increase in hours for GERM 101 and 102 brings them into line with all of the other first year language courses, which also have 60 instructional hours for 3 credits. (Note that the old/current outlines for PUNJ 101, FREN 101 and FREN 102 still have 45 instructional hours. All of these are being revised to 60 instructional hours.) The 60 hours includes 3 hours of lecture plus 1 hour of seminar per week.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2000
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: GERM 102	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: German Language II **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Languages

Calendar Description:

This course extends and solidifies communication skills acquired in GERM 101. Focus is on continued improvement of basic oral fluency in different communicative contexts: narratives of situations and events by using all of the major indicative past and present tenses.

Note: This course is equivalent to CEFR level A2.

Prerequisites (or NONE):	GERM 101.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☒ Yes ☐ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☒ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 60
Typical structure of instructional hours:

Lecture hours	45
Seminars/tutorials/workshops	15
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**60**

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): 26

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

Department / Program Head or Director: Teresa Arroliga-Piper	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	November 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	February 17, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:**	November 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

1. Express themselves in German with more confidence using the different tenses of the indicative mood.
2. Identify the components of language (e.g. verbs, objects, prepositions)
3. Use various German grammatical structures appropriately when answering questions or requesting information.
4. Guess the meaning of unfamiliar words based on the context, while pronouncing German with more accuracy.
5. Demonstrate correct usage of past tense, choosing the either simple past or perfect tense
6. Use new vocabulary and grammatical concepts in the imperative, the simple past and the present perfect tense.
7. Review social media to understand and respond to ideas or comments with others.
8. Deepen use of German idiomatic expressions
9. Understand the basic grammatical structure of the German language & the nature of language through the comparisons of German and English
10. Express preferences, daily routines, opinions, feelings, everyday events, and other topics primarily grounded in personal experience.
11. Express events in the past tense using simple past and the perfect tense.
12. Express likes, dislikes, as well as agreements and disagreements.
13. Write shorts texts dealing with everyday topics, such as a plans for work and leisure, an Email describing activities in past summer or requesting basic information.
14. Show awareness of social conventions and cultural values embedded in the target language.
15. Use the German language to participate in German communities at home and around the world.
16. Communicate in a second language at the CEFR Elementary level (A2).

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)

An increased emphasis is placed on developing spoken German. The amount of German used in class is increased steadily, and by the end of the course, German becomes the primary language of instruction. The student-centered, communicative approach encourages and helps students to interact meaningfully in German.

Instruction includes grammatical explanations and group interaction. Course material concentrates on the acquisition of vocabulary and grammatical skills enabling students to accurately communicate orally and in writing at a beginner's level in German.

The online component is intended to improve students' pronunciation, comprehension and writing skills. Students are also required to watch the German Fotoroman embedded in the online material. Fotoroman features the lives of four university students living in Berlin and class participants have to respond to questions online pertaining to each segment.

Quizzes, Chapter tests and Final exam include oral comprehension components.

Participation includes class participation and final oral proficiency demonstration at end of semester.

Assignments are done online using the platform provided by VISTA Higher Learning's textbook Sag mal, 2nd edition.

Grading system: Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes x☐ 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.	Anton, Barske, et al.	Sag mal 2nd edition An Introduction to German Language and Culture	☐	VISTA	2017
2.			☐		
3.			☐		
4.			☐		

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

n/a

Typical Evaluation Methods and Weighting

Final exam:	25%	Assignments:	14%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	46%	Lab work:	%	Field experience:	%	Shop work:	%
Participation:	15%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Final exam includes oral component (5%) and written component (25%)

Quizzes/tests includes 15 quizzes and 4 chapter tests at 10% each

Typical Course Content and Topics

Most basic elements of the German grammar will be completed in German 102, including the nominative, accusative, dative, and genitive cases; present indicative tenses covering past, present, future time frames.

German 102 completes second half of chapter 4 and chapters 5 to 8 of the textbook Sag mal by VISTA Higher Learning.

Week 1: Review of nominative and accusative case
Week 2: Dative case, prepositions with dative case
Week 3: regular verbs in Perfekt tense (past indicative tense)
Week 4: Dative pronouns; more Perfekt tense
Week 5: Two-way prepositions
Week 6: regular verbs in simple past tense
Week 7: mid term break
Week 8: Coordinating and Subordinating conjunctions
Week 9: separable and inseparable prefix verbs in Perfekt tense
Week 10: separable and inseparable prefix verbs in simple past tense
Week 11: More time expressions; infinitive phrases
Week 12: Comparatives and Superlatives
Week 13: Genitive case
Week 14: Final oral proficiency demonstration

Memo for Course Changes

To: CACC, CAC, CWC, UEC

From: Teresa Arrôliga-Piper (Department Head, Modern Languages)

Date: November 15, 2016

Subject: Proposal for revision of (Russian 101)

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: clarification of learning outcomes, Slight changes made to the calendar description to shorten the length to 40 words or less.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): no changes, just clarification
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? UFV Language requirement
5. Which program areas have been consulted about the change(s)? MOLA
6. What consideration has been given to indigenizing the curriculum? Class discussions about the TRC and its impact will be held throughout the semester.
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

10. Estimate of the typical costs for this course, including textbooks and other materials: $40.00 plus tuition

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 1993
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: RUSS 101	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Russian Language I **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Languages

Calendar Description:

An introduction to the Russian language by an intensive study of the Cyrillic alphabet, the case and verb system, and essential vocabulary. Through the use of communicative exercises and grammatical explanations, students will learn to speak, understand, read, and write Russian.

Note: This course is equivalent to CEFR level A1.

Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☒ Yes ☐ No
Transfer credit requested (OReg to submit to BCCAT):
☒ Yes ☐ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☒ Yes ☐ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 60
Typical structure of instructional hours:

Lecture hours	45
Seminars/tutorials/workshops	15
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**60**

Special Topics
Will the course be offered with different topics?
☐ Yes x☐ 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): 26

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

Department / Program Head or Director:	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	November 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	February 17, 2017
Dean/Associate VP:	**Date approved:**	November 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

1. Read and write short texts enabling them to function at a simple level in Russian
2. Interact verbally with native speakers by asking and answering simple questions in areas of immediate concern or on familiar topics
3. Show awareness of social conventions and cultural values embedded in the target language
4. Demonstrate proficient usage of the Russian alphabet
5. Discuss names, nationalities, seasons and weather
6. Demonstrate mastery of around forty verbs, both regular and irregular in present and imperfective past
7. Describe persons places, and things
8. Correctly use locative case forms to express location and concern
9. Correctly use genitive case forms to express possession and quantity
10. Correctly use accusative case forms to express destination and direct objects

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

Russian 101 is taught using a communicative method where paired and group activities are combined with syntactical analysis.

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.	Cameron	***Russian for the 21st Century*** – Book One	☒	UFV Press	2016
2.			☐		
3.			☐		
4.			☐		
5.			☐		

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

Typical Evaluation Methods and Weighting

Final exam:	15%	Assignments:	40%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	30%	Lab work:	15%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Week One: Introduction to the Russian alphabet, names and health
Week Two: alphabet, numbers, seasons and weather
Week Three: present tense of "a-stem" verbs, gender, numbers, days of the week
Week Four: parts of the body, possessive and demonstrative adjectives, adverbial expressions of time
Week Five: descriptive adjectives, months of the year, ordinal numbers, the irregular verb ЖИТЬ
Week Six: locative case of nouns, adjectives and pronouns
Week Seven: verbs in -ать and –ить, locative case
Week Eight: Imperfective past, irregular verbs МОЧЬ and ХОТЕТЬ
Week Nine : genitive case of nouns, adjectives and pronouns
Week Ten: review of possession and "to have" vs "to have not"
Week Eleven: accusative case of nouns, adjectives and pronouns
Week Twelve: verbs of motion, destination and direct objects
Week Thirteen: accusative expressions of time, abstract vs concrete verbs of motion

Memo for Course Changes

To: CACC, CAC, CWC, UEC

From: Teresa Arrôliga-Piper (Department Head, Modern Languages)

Date: November 15, 2016

Subject: Proposal for revision of (Russian 102)

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: clarification of learning outcomes, Slight changes made to the calendar description to shorten the length to 40 words or less.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): no changes, just clarification
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? UFV Language requirement
5. Which program areas have been consulted about the change(s)? MOLA
6. What consideration has been given to indigenizing the curriculum? Class discussions about the TRC and its impact will be held throughout the semester.
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
10. Estimate of the typical costs for this course, including textbooks and other materials: $40.00 plus tuition

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 1993
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: RUSS 102	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Russian Language II **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Languages

Calendar Description:

This course continues to develop learners' skills at expressing themselves in the Russian language by an intensive study of the case and verb system, and essential vocabulary. Through the use of communicative exercises and grammatical explanations, students will learn to speak, understand, read, and write Russian.

Note: This course is equivalent to CEFR level A2.

Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☒ Yes ☐ No
Transfer credit requested (OReg to submit to BCCAT):
☒ Yes ☐ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☒ Yes ☐ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 60
Typical structure of instructional hours:

Lecture hours	45
Seminars/tutorials/workshops	15
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**60**

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): 26

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

Department / Program Head or Director: Teresa Arroliga-Piper		**Date approved:**	November 2016
Faculty Council approval		**Date approved:**	November 2016
Campus-Wide Consultation (CWC)		**Date of posting:**	February 17, 2017
Dean/Associate VP:	Jacqueline Nolte	**Date approved:**	November 2016
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	March 24, 2017

Learning Outcomes

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

1. Demonstrate mastery of the Russian alphabet
2. Demonstrate mastery of around eighty verbs, both regular and irregular in present and imperfective / perfective past and future
3. Demonstrate mastery locative case forms to express location and concern
4. Demonstrate mastery genitive case forms to express possession and quantity
5. Demonstrate mastery accusative case forms to express destination and direct objects
6. Correctly use dative case forms to express indirect objects and idiomatic constructions
7. Correctly use instrumental case forms to express agent, condition and location
8. Correctly use plurals in all six cases, and the locative case in –Y
9. Express clock time and use indeclinable nouns
10. Express comparisons using both long and short adjectives
11. Use numbers up to one million
12. Correctly use the particle "друг друга"
13. Demonstrate skill at using verbs of motion
14. Show awareness of social conventions and cultural values embedded in the target language
15. Interact verbally with native speakers by asking and answering simple questions in areas of immediate concern or on familiar topics

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

Russian 102 is taught using a communicative method where paired and group activities are combined with syntactical analysis. Considerable emphasis is placed on learning about Russian culture.

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.	Cameron	***Russian for the 21st Century*** – Book Two	☒	UFV Press	2010
2.			☐		
3.			☐		
4.			☐		
5.			☐		

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

Typical Evaluation Methods and Weighting

Final exam:	15%	Assignments:	40%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	30%	Lab work:	15%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Week One: Introduction to the Dative case, plus verbs ДАВАТЬ and ПРОДАВАТЬ
Week Two: expressions of necessity, preposition К, age.
Week Three: dative case of adjectives and pronouns, "to hurt", "one's own", Instrumental case
Week Four: verbal aspect, Instrumental case of adjectives and pronouns
Week Five: predicate instrumental, plurals of locative and dative
Week Six: full declension singular, imperfective future
Week Seven: perfective future, indeclinable nouns, genitive plural, locative in –Y, clock time
Week Eight: partitive genitive, short adjectives
Week Nine : comparisons in long and short form, accusative plural
Week Ten: more verbs of motion, numbers to 1000
Week Eleven: dates, verbs НОСИТЬ and ВОЗИТЬ
Week Twelve: verbs of motion (continued), indirect speech
Week Thirteen: full declension plural, superlatives, preposition review.

Memo for Course Changes

To: CACC, CAC, CWC, UEC

From: Teresa Arrôliga-Piper (Department Head, Modern Languages)

Date: November 15, 2016

Subject: Proposal for revision of (Russian 201)

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: clarification of learning outcomes, Slight changes made to the calendar description to shorten the length to 40 words or less.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): no changes, just clarification
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? UFV Language requirement
5. Which program areas have been consulted about the change(s)? MOLA
6. What consideration has been given to indigenizing the curriculum? Class discussions about the TRC and its impact will be held throughout the semester.
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
10. Estimate of the typical costs for this course, including textbooks and other materials: $140.00 plus tuition

ORIGINAL COURSE IMPLEMENTATION DATE:
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: RUSS 201	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Intermediate Russian Language I **Course Short Title (if title exceeds 30 characters):** Intermediate Russian Lang. I	
Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Languages

Calendar Description:

Reviews the important elements of Russian grammar studied in the first year, concentrating on the case and verb system. This course develops students' command of both oral and written Russian and introduces texts for literary study. Films, songs, and videos enrich cultural knowledge.

Note: This course is equivalent to CEFR Level B1.

Prerequisites (or NONE):	RUSS 102.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☒ Yes ☐ No
Transfer credit requested (OReg to submit to BCCAT):
☒ Yes ☐ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☒ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 60
Typical structure of instructional hours:

Lecture hours	45
Seminars/tutorials/workshops	15
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**60**

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): 26

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

Department / Program Head or Director: Teresa Arroliga-Piper	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	November 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	February 17, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:**	November 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

1. Demonstrate mastery of the Russian alphabet.
2. Read and write longer texts enabling them to function at an intermediate level in Russian.
3. Interact verbally with native speakers by asking and answering questions which deal with every-day issues.
4. Demonstrate knowledge of social conventions and important cultural values embedded in the target language.
5. Demonstrate skill at reading and understanding certain extracts from Russian literature

In addition, learners will have the necessary skills to be able to:

6. Discuss weather and travel
7. Manage telephone conversations
8. Understand and give city directions
9. Make travel and hotel arrangements
10. Talk about movies and television

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

This course is taught using a communicative method where paired and group activities are combined with syntactical analysis. Readings are also used as subjects for discussion. Considerable emphasis is placed on learning about Russian culture.

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.	Robin et al	***ГОЛОСА (Golosa)*** – Book Two (Chaps 1-5)	☒	Pearson	2014
2.			☐		
3.			☐		
4.			☐		
5.			☐		

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

Typical Evaluation Methods and Weighting

Final exam:	15%	Assignments:	40%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	30%	Lab work:	15%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Week One: weather, dative case, seasons + instrumental
Week Two: months, invitations, locative in -Y
Week Three: prepositions, "whether", ЕСЛИ vs КОГДА
Week Four: cardinal numbers, telephone, verbs of perception
Week Five: short adjectives, verb review, МОЧЬ
Week Six: directions, locations, prepositions
Week Seven: transportation, verbs of motion
Week Eight: verbs of motion
Week Nine : imperative, imperfective vs perfective aspect
Week Ten: ordinal numbers, dates, genitive plural
Week Eleven: numbers + adjectives, accusative plural, prefixed verbs of motion
Week Twelve: verbs "to like", comparisons, reflexive verbs
Week Thirteen: verbs of giving, gerundives, overall review

Memo for Course Changes

To: CACC, CAC, CWC, UEC

From: Teresa Arrôliga-Piper (Department Head, Modern Languages)

Date: November 15, 2016

Subject: Proposal for revision of (Russian 202)

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: clarification of learning outcomes, Slight changes made to the calendar description to shorten the length to 40 words or less.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): no changes, just clarification
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? UFV Language requirement
5. Which program areas have been consulted about the change(s)? MOLA
6. What consideration has been given to indigenizing the curriculum? Class discussions about the TRC and its impact will be held throughout the semester.
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
10. Estimate of the typical costs for this course, including textbooks and other materials: $140.00 plus tuition

CWC comment and response:

- The first five learning outcomes are identical to those for RUSS 201. Since RUSS 201 is a prerequisite for 202, can these outcomes be removed from 202?

  That is intentional: the objectives are the same, but the content for each of the LOs is different. For example, in LOs 1 and 4, 201 will have different readings from 202; LOs 2 and 3 will have different topics of discussion and different cultural conventions.
  In the additional section which follows, the LOs reflect the different topics studied.

ORIGINAL COURSE IMPLEMENTATION DATE:
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: RUSS 202	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Intermediate Russian Language II **Course Short Title (if title exceeds 30 characters):** Intermediate Russian Lang. II	
Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Languages

Calendar Description:

This course continues to review the important elements of Russian grammar, concentrating on the case and verb system. It refines students' command of both oral and written Russian through written and oral passages and presents texts, songs, and films for language and cultural study.

Note: This course is equivalent to CEFR level B2.

Prerequisites (or NONE):	Russian 201 or equivalent.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☒ Yes ☐ No
Transfer credit requested (OReg to submit to BCCAT):
☒ Yes ☐ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☒ Yes ☐ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 60
Typical structure of instructional hours:

Lecture hours	45
Seminars/tutorials/workshops	15
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**60**

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): 26

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

Department / Program Head or Director: Teresa Arroliga-Piper	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	November 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	February 17, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:**	November 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

1. Demonstrate mastery of the Russian alphabet
2. Read and write longer texts enabling them to function at an intermediate level in Russian.
3. Interact verbally with native speakers by asking and answering questions which deal with every-day issues.
4. Demonstrate knowledge of social conventions and important cultural values embedded in the target language.
5. Demonstrate skill at reading and understanding certain extracts from Russian literature

In addition, learners will have the necessary skills to be able to:

6. Show understanding of literary texts and be able to obtain a library card
7. Describe hobbies and free time and talk about a concert in Moscow
8. Extend invitations
9. Use the Internet in Russian and respond to ads
10. Discuss health, illness and medical services
11. Discuss holidays, meet and greet guests and propose toasts

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

Russian 201 is taught using a communicative method where paired and group activities are combined with syntactical analysis. Readings are also used as subjects for discussion. Considerable emphasis is placed on learning about Russian culture.

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.	Robin et al	***ГОЛОСА (Golosa)*** – Book Two (Chaps 6-10)	☒	Pearson	2014
2.			☐		
3.			☐		
4.			☐		
5.			☐		

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

Typical Evaluation Methods and Weighting

Final exam:	15%	Assignments:	40%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	30%	Lab work:	15%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Week One: reading literature
Week Two: authors, getting a library card
Week Three: relative pronouns, negation, indefinite constructions
Week Four: games, musical instruments, teaching
Week Five: instrumental case, passive, adjective СВОЙ
Week Six: verbs КЛАСТЬ and СТАВИТЬ, sending, 'from' vs 'to'
Week Seven: verbs of missing, the whole, СЕБЯ
Week Eight: ЧУВСТВОВАТЬ, health
Week Nine : verbs of asking and wanting
Week Ten: instrument, verbs of asking
Week Eleven: verbs of bringing and taking, holiday greetings
Week Twelve: telling time, telling location
Week Thirteen: making hypotheses, verbal adjectives, 'each other'

Memo for Course Changes

To: Alisa Webb, CACC, Eric Spalding, UEC

From: Heather Davis-Fisch, Theatre Department Head

Date: November 21, 2016

Subject: Proposal for revision of THEA 111 and THEA 112

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: We have revised THEA 111 and THEA 112 to explicitly address the BA Oral Communication requirements; learning outcomes in both courses have been revised to align with the BA Oral Communication requirements. We have also revised THEA 111 to make it clear that the course is intended for students from a range of programs and to help with a range of goals; it is very much a service course for students inside and outside of Arts. THEA 112 is required for the Theatre Major and for 200-level acting courses; we have signalled students that THEA 112 is more demanding and discipline-specific in the revised Calendar Description.
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 for both courses now align with the BA Oral Communication requirement. Otherwise, the learning outcomes remain generally consistent with the learning outcomes of the Theatre programs.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? These courses are not required by other programs, but our intention is for them to meet the BA Oral Communication requirements. Changes (and approval as part of the BA course vetting process) will provide an additional option for students across the BA.
5. Which program areas have been consulted about the change(s)? None. When THEA 111 was revised in 2013, the department consulted with several areas, including Business, to ensure it was suitable for non-Theatre/non-Arts students.

6. What consideration has been given to indigenizing the curriculum? Both courses emphasize oral communication, active listening, and the nature of performance as storytelling, resonating with Indigenous learners and pedagogical practices. THEA 112 has been undergoing changes to de-emphasize western practices, such as psychophysical approaches, and to include more room for other approaches to acting, including intercultural approaches and approaches that are frequently employed by Indigenous actors and directors (i.e. Grotowski, Viewpoints).
7. If this course is not eligible for PLAR, explain why: NA
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 NA
    b. Class size limit NA
    c. Frequency of offering NA
    d. Resources required (labs, equipment) NA
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? Both courses may require field trips; these are funded by students.
10. Estimate of the typical costs for this course, including textbooks and other materials: THEA 111 - $100, THEA 112 - $125-150

UEC Screening Subcommittee comments and responses:

THEA 111:

- Only minor changes are being made, so this course has been approved.
- It was also noted that with the removal of this course from THEA 215 prerequisites, THEA 111 may become something of a “dead end” course for students who decide to pursue more theatre.
  Yes, the plan is for this course to become a stand-alone course for non-program students. However, it’s not really a “dead-end” since students can still use it as a theatre elective (i.e. the major requires one additional lower-level theatre course). Furthermore, students who decide to pursue more acting courses can take THEA 112 after completing 111.

THEA 112

- Should an audition remain in the prerequisites?
  No. Since 112 is required for programs (major and ext. minor), we need to ensure all students can access the course.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: November 1980
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: THEA 112	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Acting I: Essentials of Acting **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

An introduction to the fundamental techniques actors use to create dramatic characters and effective performances. This course is intended for students planning to enroll in a Theatre program or in 200-level acting courses.

Note: This course may involve field trips to see plays.

Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☒ Yes ☐ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☐ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☒ Yes ☐ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 45
Typical structure of instructional hours:

Lecture hours	10
Seminars/tutorials/workshops	
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: Studio	35
Total	**45**

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): 24

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

Department / Program Head or Director: Heather Davis-Fisch	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	December 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	February 17, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:**	December 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Participate in vocal exercises, body awareness, and movement techniques to improve vocal and physical openness and awareness in performance
- Engage active listening and observation techniques to assess what scene partners and audiences communicate verbally and non-verbally
- Modulate energy and emotional states appropriately in response to feedback from scene partners and audiences
- Employ textual analysis, memorization, and presentation techniques to perform a dramatic role for an audience
- Apply two or more recognized methods to create dramatic characters for audiences
- Demonstrate confidence and clarity of purpose in performing a dramatic role for an audience
- Critique one's own and others' performances constructively
- Use critique from self, peers, and instructor to improve performances
- Collaborate effectively with peers to create original performances

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)

Individual and group exercises, improvisation, demonstration, scene study and preparation, class presentations, critique and discussion, journaling, attendance, and analysis of theatre performances.

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.	Meisner, Sandford	*Sandford Meisner on Acting*	☐	Vintage	1987
2.	McGaw, C.,Stilson, K & Clark, L.	*Acting is Believing,* 11th Ed.	☐	Wadsworth	2012
3.	Benedetti, Robert	*The Actor at Work,* 10th Ed.	☐	Allyn & Bacon	2008
4.			☐		

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

Exercise mat, water bottle, and loose-fitting clothing required for classes.

Typical Evaluation Methods and Weighting

Final Exam:	20%	Assignments:	15%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Participation:	20%	Journal:	15%	Class Presentations:	30%	Total:	100%

Details (if necessary): Final Exam is a performance exam.

Typical Course Content and Topics

1 Creating physical awareness
2 Developing vocal openness
3 Identifying and working through "blocks"
4 Movement workshop
5 Listening exercises; overview of critique
6 Individual presentations and critique
7 Collaboration
8 Ensemble work
9 Duet presentation and critique
10 Script analysis
11 Psycho-physical approaches to character
12 Viewpoints and ensemble work
13 Scene study
Exam Period: Final presentations: scene studies

Memo for Course Changes

To: Alisa Webb, CACC, Eric Spalding, UEC

From: Heather Davis-Fisch, Theatre Department Head

Date: November 21, 2016

Subject: Proposal for revision of THEA 211 and 215

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: THEA 112 is now the prerequisite for both courses (previously students could take THEA 215 with a grade of B in THEA 111). Otherwise, changes are generally housekeeping, to ensure learning outcomes are framed consistently with program learning outcomes and department vision statement, and to reflect instructor practice (particularly in weekly outline for THEA 215).
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): Changes to learning outcomes are minor.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NA
5. Which program areas have been consulted about the change(s)? None.
6. What consideration has been given to indigenizing the curriculum? Both courses emphasize oral communication, active listening, and the nature of performance as storytelling, resonating with Indigenous learners and pedagogical practices. THEA 215 includes an increased emphasis on non-western and intercultural approaches to acting, approaches that are frequently employed by Indigenous actors and directors (i.e. Grotowski, Viewpoints).
7. If this course is not eligible for PLAR, explain why: NA
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 NA

b. Class size limit NA
c. Frequency of offering NA
d. Resources required (labs, equipment) NA

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? Both courses may require field trips; these are funded by students.
10. Estimate of the typical costs for this course, including textbooks and other materials: Approx. $125/course.

UEC Screening Subcommittee comments and response:

THEA 211:

- Only minor changes are being made, so this course has been approved.

THEA 215:

- All comments have been addressed.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2006
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: THEA 215	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Voice and Body I **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

An introduction to the techniques that performers use to develop a responsive and expressive vocal instrument. Students learn how the body generates sound, and the physical training and mental awareness needed to free the voice to become an effective instrument for performance.

Prerequisites (or NONE):	THEA 111 with a minimum grade of B, or THEA 112. Note: As of January 2018, prerequisites will change to the following: THEA 112.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☒ Yes ☐ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☐ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☒ Yes ☐ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 45
Typical structure of instructional hours:

Lecture hours	10
Seminars/tutorials/workshops	
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: Studio	35
Total	**45**

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): 24

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

Department / Program Head or Director: Heather Davis-Fisch	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	December 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	February 17, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:**	December 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Practice a range of exercises and techniques to enhance vocal and physical flexibility and expressivity
- Engage mental and physical self-awareness to explore how the body moves and generates sound
- Employ flexibility in the body and the breath to realize a range of vocal and physical expression
- Employ physical, social, and emotional awareness to make precise and meaningful physical performance choices
- Describe the effects of different physical configurations of performer and audiences
- Critique one's own and others' performances constructively
- Use critique from self, peers, and instructor to refine performances
- Collaborate effectively as part of an ensemble to create performances focused on vocal and physical expression

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)

Presentations, demonstrations, physical and vocal exercises.

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.	Wangh, S.	An Acrobat of the Heart	☒	Vintage	2000
2.	Linklater, K.	Freeing the Natural Voice, 2nd Ed.	☒	Nick Hern	2006
3.	Calais-Germain, B.	Anatomy of Breathing	☒	Eastland	2006
4.	Course-pack or handouts of selected prose, poems, monologues and scenes for vocal practice and performance				

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

Exercise mat, water bottle, and loose-fitting clothing required for classes. Students may need to find costumes, props, etc for projects.

Typical Evaluation Methods and Weighting

Final Exam:	20%	Assignments:	25%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other: Participation	25%	Other: Class Performances	30%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Week 1: Ensemble building; Intro to voice and body
Week 2: Foundation of the Breath: Centering and alignment of the body; Exploring vowels and consonants
Week 3: Authentic Voice and Body; Solos, duet and group improvisations; exploring range of experimental performance practices
Week 4: Reading panels; Viewpoints; Character work; Habits; Obstacles
Week 5: One-minute self-scripted solos; Group feedback; exploring gender and identity, and ethnical and intercultural texts and performances
Week 6: Freeing the Voice: integrating physical alignment, flexibility, breath, and voice
Week 7: Working with dramatic texts; poetry; Two- minute self-scripted solos; Group feedback
Week 8: Corporals, Plastiques, Resonators
Week 9: Corporals, Plastiques, Resonators, cont.
Week 10: Presence Work 1l Three-minute solos; Group feedback
Week 11: Presence work 2; Three-minute solos; Group feedback
Week 12: Alternative staging and audience relationships; Five-minute solos 1; Group feedback
Week 13: Five-minute solos 2; Group feedback
Exam period: Final Presentations of five-minute solos

Memo for Course Changes

To: Alisa Webb, CACC, Eric Spalding, UEC

From: Heather Davis-Fisch, Theatre Department Head

Date: November 21, 2016

Subject: Proposal for revision of THEA 311

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: THEA 311 has been revised to focus not only on acting for the camera but on performance in a range of digital and mediated contexts. This reflects changes in performance practice and theory and also will better meet the needs of students, particularly in the BMA when it is launched. Prerequisite change allows for students in inter-related disciplines to more easily take the course.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): Changes to course learning outcomes reflect changes in disciplinary/cultural practice taking place, ensuring that the program remains relevant in relation to contemporary arts practice. In particular, changes ensure that students can use current technologies appropriately, engage with diverse communities through performance, and integrate performance theory and practice.
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; it is an option for students in streams of the BMA and will now better serve their interests.
5. Which program areas have been consulted about the change(s)? None.
6. What consideration has been given to indigenizing the curriculum? Digital technologies are being used more and more by Indigenous cultural and arts workers; this course can provide Indigenous learners with tools and theoretical frameworks to use digital technologies more effectively and for a range of artistic and cultural purposes.

7. If this course is not eligible for PLAR, explain why: NA
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 NA
    b. Class size limit NA
    c. Frequency of offering NA
    d. Resources required (labs, equipment) NA
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? The course may require field trips; these are funded by students.
10. Estimate of the typical costs for this course, including textbooks and other materials: Approx. $150.

UEC Screening Subcommittee comment and response:

- An explanation for such a reduction in course hours should be provided.
  Course hours adjusted to 80 hours. This is a studio based course, with a significant number of hours dedicated to student-directed project work with faculty facilitation.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2001
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: THEA 311	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Digital Performance **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

Digital Performance explores the relationships between the performative body, space, interactivity, and digital technologies in contemporary performance practice. Students will explore the notion of the virtual and mediated body as the foundation of digital performance practice.

Prerequisites (or NONE):	One of the following: THEA 211, THEA 215, (THEA 112 and THEA 250), or 15 university-level credits from a combination of FILM, MACS, MEDA, or VA courses.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☐ Yes ☒ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☐ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 80
Typical structure of instructional hours:

Lecture hours	15
Seminars/tutorials/workshops	30
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: Studio	35
Total	**80**

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): 24

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

Department / Program Head or Director: Heather Davis-Fisch	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	December 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	February 17, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:**	December 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Explain the similarities and differences between live and digitally mediated acting
- Adapt stage acting concepts and techniques for digital performance
- Adjust acting performances for different digital and mediated contexts
- Apply technical terminologies that emerge from digital performance practice and theory
- Categorize different examples of mediated digital performance practice
- Analyze how interactivity and digital technologies operate in live performance
- Describe how a range of digitally mediated performance practices are organized and executed
- Explain some fundamental ways that digital performance can impact understandings of liveness and conventional performance
- Collaborate with an ensemble to devise a digital performance project

Prior Learning Assessment and Recognition (PLAR)

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

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

Lectures; seminars; video and film analysis; studio explorations/exercises; on-camera 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.	Stem, NS	Interactive Art and Embodiment: The Implicit Body as Performance	☒	Gylphi Ltd.	2011
2.	Dixon, SD	Digital Performance	☒	MIT Press	2015
3.	Salter, CS	Entangled: Technology and the Transformation of Performance	☒	MIT Press	2010
4.	Broadhurst, SB	Perofrmance and Technology: Practices of Virtual Embodiment and Interactivity	☒	Palgrave	2006
5.	Sheer, ES	Multimedia Performance	☒	Palgrave	2011

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

A Class 10 SD Memory Card (minimum 8 GB), or similar video recording medium
Recommended: video editing software and a computer capable of running such software

Typical Evaluation Methods and Weighting

Final Exam:	%	Assignments:	40%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Participation:	10%	Class demonstrations, performances, and presentations:	50%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Week 1: Introduction to digital performance
Week 2: Digital performance and interactive media: an ontology
Week 3: Virtual bodies, virtual identities
Week 4: Embodiment and meaning making in a digital context
Week 5: Post-human bodies
Week 6: Liveness in the age of virtual performance
Week 7: Group presentations
Week 8: Project 1 Demo and presentation
Week 9: Presence, Telepresence, Teleaction, Telereality
Week 10: Digital scenography
Week 11: Interface and interactivity
Week 12: Project 2 Demo and presentation
Week 13: Conclusions and final thoughts

Memo for Course Changes

To: Alisa Webb, CACC, Eric Spalding, UEC

From: Heather Davis-Fisch, Theatre Department Head

Date: November 21, 2016

Subject: Proposal for revision of THEA 312, 315, 316

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: Courses updated as part of curriculum revision-ing. Prerequisites for all three courses are now the same (THEA 211 or THEA 215 or (THEA 112 and THEA 250) and more flexible. Sample material for THEA 316 has been updated since one of the previously listed options is now being proposed as a regular course. Calendar descriptions and learning outcomes have been updated (basically as housekeeping to reflect current instructors' practice and alignment with department vision statement).
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 to learning outcomes.
4. Is this course required by any program beyond the discipline? No.
5. Which program areas have been consulted about the change(s)? None.
6. What consideration has been given to indigenizing the curriculum? Change to prerequisites (to allow THEA 250 to partially satisfy prerequisite for all three courses) makes the courses more accessible for Indigenous learners. THEA 315 (which focuses on classical/Shakespearean texts) now includes some emphasis on contextualizing texts from a contemporary perspective, which allows students to decolonize and deconstruct canonical texts. Plays/scenes by Indigenous authors are provided as options for students to work on for assignments.
7. If this course is not eligible for PLAR, explain why: NA
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 NA

b. Class size limit NA

c. Frequency of offering NA

d. Resources required (labs, equipment) NA

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? The course may require field trips; these are funded by students.
10. Estimate of the typical costs for this course, including textbooks and other materials: Approx. $100-125.

UEC Screening Subcommittee comments and responses:

THEA 312:

- Please clarify why the note regarding THEA 212 is being removed. (I.e. is this being changed, or is the note just not needed here?) Can students with THEA 212 still use it toward upper-level program requirements?

  It has been several years since THEA 212 was last offered. The note was originally added when there were students in the program who may have already taken 212 (since 312 essentially replaced 212 and involves much of the same content from the earlier course). Any students who would have taken 212 will now have graduated, so the note is no longer required.

- There is a credit/hour inconsistency between this course (4 credits for 80 hours) and THEA 311 (4 credits for 60 hours). Please explain.

  Instructional hours adjusted to 80 hours. Similar to THEA 311, this is a studio based course, with a significant number of hours dedicated to student-directed project work with faculty facilitation.

- Learning outcome #1: suggest replacing "realize" with a measurable verb such as discuss, explain, identify, etc.

  In theatre, the verb "realize" is used in the sense of "giving real existence to something" "to make real or actual" or "give the appearance of reality." The term is well understood as referring to the craft and technique practiced by actors to embody a character and/or a situation so as to give it a real existence. Understood in this sense, the verb "realize" is definitely measurable in relation to the student actor's ability to use the skills they've learned to achieve this outcome.

The department requests a minor title change from "Character and Scene Study II" to "Acting III: Advanced Scene Study and Auditioning" (short title: "Acting III") to clarify for students that this is the third of the program's core acting courses, and builds on the work from THEA 211.

THEA 316:

- Further explanation for the change in hours should be provided.
  Course hours have been maintained at 80 hours.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2016
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: THEA 312 | **Number of Credits:** 4 Course credit policy (105)

Course Full Title: Acting III: Advanced Scene Study and Auditioning
Course Short Title (if title exceeds 30 characters): Acting III

Faculty: Faculty of Humanities | **Department (or program if no department):** Theatre

Calendar Description:

Students will learn to create complex characterizations, apply auditioning and career-building skills, and undertake the challenges of an extended or demanding role.

Note: This course may involve field trips to see plays.
Note: Students with credit for THEA 212 cannot take this course for further credit.

Prerequisites (or NONE):	One of the following: THEA 211, THEA 215, or (THEA112 and THEA 250).
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number: THEA 212
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**.

Total Hours: 80
Typical structure of instructional hours:

Lecture hours	15
Seminars/tutorials/workshops	30
Laboratory hours	
Field experience hours	5
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: Studio	30
Total	**80**

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): 24

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

Department / Program Head or Director: Heather Davis-Fisch	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	December 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	February 17, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:**	December 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Realize the values, experiences, and actions of a complex character in performance
- Apply research relevant to understanding and portraying a character's historical, social, and cultural circumstances
- Employ vocal and physical techniques to embody their characterization
- Respond to other actors in ways that intensify interactions between characters
- Play an extended range of actions with ease and flexibility
- Prepare for a professional audition, including creating an effective acting resume and webpage
- Explain how to obtain and select effective headshots and photographs
- Describe how casting decisions are made
- Describe how to develop a professional relationship with talent agencies
- Demonstrate professionalism when fulfilling an actor's responsibilities in rehearsals and performances
- Give constructive critique on their own and others' work
- Refine a performance by responding constructively to feedback
- Collaborate with others to create an ensemble performance

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)

Individual and group exercises, improvisation, scene study, class presentations, contemporary and classical audition preparation, workshops (on resumes, headshots, and basic webpage creation using online tools such as Wordpress), audition presentations with guest director, field observation and study, attendance and analysis of theatre performances.

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.	Cohen, R.	Acting Power: The 21st Century Edition	☒	Routledge	2013
2.	Bogart,, A.	The Viewpoints Book: A Practical Guide to Viewpoints and Composition	☒	Theatre Communications Group	2005
3.	Wangh, S.	An Acrobat of the Heart: A Physical Approach to Acting	☒	Vintage	2000
4.	Cohen, D.	The Complete Professional Audition	☒	Back Stage Books	2005
5.	Merlin, J.	Auditioning: An Actor-Friendly Guide	☒	Vintage	2001

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

Exercise mat, water bottle, and active wear required for classes; head-shots, resumes, and computer with internet access required for audition workshops and presentations.

Typical Evaluation Methods and Weighting

Final Exam:	%	Assignments:	70%	Midterm exam:	%	Practicum:	%
Participation:	10%	Journal:	20%	Other:	%	Total:	100%

Details (if necessary):

Each assignment includes a performative and written component.

Scene Study (including character research)	20%
Audition preparation (including resume and webpage)	20%
Research for and performance of an extended or demanding role, e.g. of one act of a play	30%

Typical Course Content and Topics

1. Introduction; The Character's Viewpoint
2. Embodying the Character
3. Character Choice, Action and Interaction
4. Scene Preparation and Coaching
5. Scene Presentation and Critique
6. Audition and Self-Marketing Techniques I (acting skills and concepts specific to auditions)
7. Audition and Self-Marketing Techniques II (resumes, headshots, webpages, agents, casting)
8. Audition Preparation and Coaching
9. Audition Presentation
10. Audition Feedback and Discussion
11. Researching and Preparing the Extended Role
12. Extended Performance Preparation and Coaching
13. Extended Performance Preparation and Coaching
14. Extended Performance Presentation and Critique

ORIGINAL COURSE IMPLEMENTATION DATE:	January 2007
REVISED COURSE IMPLEMENTATION DATE:	September 2017
COURSE TO BE REVIEWED: (six years after UEC approval)	March 2023

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.

Course Code and Number: THEA 315	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Voice and Body II **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

A focus on developing the voice and body for performing rich, multilayered spoken language, working primarily with historical texts. Students will learn how to develop authentic contemporary responses to historical texts, and engage these responses effectively in performance.

Prerequisites (or NONE):	One of the following: THEA 211, THEA 215, or (THEA 112 and THEA 250).
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☐ No

To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 80

Typical structure of instructional hours:

Lecture hours	15
Seminars/tutorials/workshops	30
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: Studio	35
Total	**80**

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): 24

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

Department / Program Head or Director: Heather Davis-Fisch	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	December 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	February 17, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:**	December 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Employ a range of exercises and techniques to increase the responsiveness and flexibility of the voice and body.
- Engage mental, physical, and emotional self-awareness of voice, movement, and gesture in performance.
- Vocalize clear, authentic responses to the meanings and emotional impacts of heightened language.
- Embody and vocalize their responsiveness to character and language effectively in performance.
- Analyze spoken texts from an acting perspective.
- Explain the historical contexts informing performance texts and their original conditions of performance, and apply these in their own performance practice.
- Give constructive critique on their own and others' work
- Refine a performance by responding constructively to feedback
- Work collaboratively with others to create a performance using heightened language.

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)

Physical and vocal exercises, group work, demonstrations, coaching, presentations, seminars.

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.	Rodenburg, P.	Speaking Shakespeare	☐	Palgrave Macmillan	2002
2.	Linklater, K.	Freeing Shakespeare's Voice	☐	Nick Hern	2006
3.	Greenblatt, S.	Will in the World: How Shakespeare Became Shakespeare	☐	W. W. Norton	2004
4.	Freeman, N. (Editor)	Applause First Folio Editions of Shakespeare's Plays	☐	Applause	1996-2004
5.	Booth, S. (Editor)	Shakespeare's Sonnets	☐	Yale Univ. Press	1977
6.					

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

Exercise mat, water bottle, and loose-fitting clothing required for classes.

Typical Evaluation Methods and Weighting

Final Exam:	%	Assignments:	30%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Participation:	10%	Class performances:	60%	Other:	%	Total:	100%

Details (if necessary):

Sonnet Study/Performance	20%
Monologue Study/Performance	20%
Scene Study Performance – contemporary adaptation	20%
Historical performance research	30%
Class participation	10%

Typical Course Content and Topics

Weeks 1-4:

- Voice practice focusing on breath, grounding, alignment, and flexibility
- Textual study of historical examples for solo performance purposes
- Historical background and worldviews

Weeks 4-9:

- Voice practice focusing on resonance and vocal responsiveness
- Textual study of monologues and scenes from a classical play
- Applying historical conventions related to poetics, rhetoric, and textual analysis to performance practice
- Applying historical world views and research to character creation
- Discovering the character's journey

Weeks 10-13:

- Voice practice focusing on articulation
- Creation of a contemporary performance using historical texts

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2014
REVISED COURSE IMPLEMENTATION DATE:	September 2017
COURSE TO BE REVIEWED: (six years after UEC approval)	March 2023

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.

Course Code and Number: THEA 316	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Special Topics in Acting and Performance **Course Short Title (if title exceeds 30 characters):** Special Topics in Performance	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

This course provides students with an opportunity to explore a topic or specific area of acting or performance and will vary with the instructor.

Note: This course may involve field trips to see plays in the Lower Mainland.

Prerequisites (or NONE):	One of the following: THEA 211, THEA 215, or (THEA 112 and THEA 250).
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OReg to submit to BCCAT):
☒ Yes ☐ No (if yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☐ No

To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 80

Typical structure of instructional hours:

Lecture hours	15
Seminars/tutorials/workshops	30
Laboratory hours	
Field experience hours	5
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: Studio, student directed learning	30
Total	**80**

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): 24

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

Department / Program Head or Director: Heather Davis-Fisch	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	December 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	February 17, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:**	December 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Explain the concepts, principles, and theoretical perspectives of the selected area of theatre and performance.
- Participate in a creative process involving exploration, experimentation, public performance, critique (from self, peers, and instructor), and revision.
- Employ creative strategies and critical reasoning to adapt to challenges encountered during creative process.
- Demonstrate physical and vocal dexterity in relation to the selected area of study.
- Demonstrate self-reflexivity and self-awareness in relation to selected area of study.
- Communicate effectively and professionally in written, verbal, and non-verbal languages.

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 focuses primarily on studio classes related to the selected area of acting or performance. Methods may include acting/performance exercises, group work, coaching, presentations, and seminars.

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)

See required additional supply section for sample texts corresponding to each example of special topic.

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

Texts for Example 1: Clowning and Physical Comedy
Scenarios of the Commedia dell'Arte (PDF)
The Pochsy Plays by Karen Hines, Coach House 2004
The Anger in Ernest and Ernestine Leah Cherniak, Martha Ross, Robert Morgan, PCP 2005

Texts for Example 2: Stage and Screen Combat for the Actor
J. Allen Suddeth. Fight Directing for the Theatre. 2nd Edition. Portsmouth, NH: Heinemann, 1996.
Jonathan Howell. Stage Fighting: A Practical Guide. Ramsbury, UK: Crowood, 2008.
FDC (Fight Directors Canada) Basic Actor Combatant Glossaries
FDC Policies and Procedures

Typical Evaluation Methods and Weighting

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

Details (if necessary):

Assignments will vary depending on course topic.

Sample assignments for Example 1: Clowning and Physical Comedy sample assignments
Solo performance project 25%
Pair performance 25%
Final performance 40%

Sample assignments for Example 2: Stage and Screen Combat for the Actor
Unarmed combat presentation 25%
Sword/weapon presentation 1 20%
Sword/weapon presentation 2 20%
Final performance (practical exam) 25%

Typical Course Content and Topics

Example 1: Clowning and Physical Comedy
Weeks 1-3: Historical approaches to physical comedy - Commedia dell'arte
Weeks 4-6: Intercultural approaches to clowning, including Indigenous clowning
Week 7-9: Lecoq method, Philippe Gaulier method The Anger in Ernest and Ernestine
Week 10-12: Richard Pochinko Pochsy's lips; Pockinko method and Indigenous traditions
Week 13: Prep for final performances
Exam: Final performances

Example 2: Stage and Screen Combat for the Actor

Week 1: Introduction to Combat as Physical Dialogue; Expressive Qualities of the Body; Unarmed Techniques
Week 2: Development of Physical Awareness and Partnering through Safety Techniques; Unarmed Techniques
Week 3: Fight Choreography: Storytelling Qualities of the Physical Character; Unarmed Techniques: Scene Presentations
Week 4: Introduction to Terminology and Internationally Recognized Glossary of Terms; Introduction to Sword
Week 5: History of Stage Combat: Influence and Development in Canadian Theatre; Sword Techniques
Week 6: Acting the Fight: Introduction to Cadence, Tempo, and Physical Choices; Sword Techniques
Week 7: Vocal Score in Combat: Breath, Sound, and Pitch as Storytelling Tools in Fight Choreography; Sword Techniques - Scene Presentations
Week 8: Fight Directors Canada: Policies and Procedures; Industry Standards of Practice and Safety; Introduction to Quarterstaff: Ambidextrous Movement Techniques and Non-Conventional Movement Styles
Week 9: Biomechanics: Shape, Physical Strength, and Adapting For Injury; Quarterstaff Techniques
Week 10: Understanding Partnering: Fear and Trust in New Settings; Creating a Safe Physical Environment; Quarterstaff Technique Presentations
Week 11: Review of Safety and Glossary Terms; Preparing for Presentation and Performance; Understanding Body Memory
Week 12: Rehearsals and Review
Week 13: Rehearsal; Practical and Written Examinations in three Weapon Systems; Testing for Professional Certification with Fight Directors Canada

Memo for New Course

To: Alisa Webb, CACC, Eric Spalding, UEC

From: Heather Davis-Fisch, Theatre Department Head

Date: November 21, 2016

Subject: Proposal for new course THEA 314 Postmodern Approaches to Physical Performance

1. Rationale for new course: This course has been successfully offered as a special topics course twice (2014-15, 2016-17) and meets student demand for an upper-level acting course focused on physical performance (although Voice and Body might suggest physical performance, those courses—THEA 215 and THEA 315—emphasize the body's role in vocal performance).
2. How this new course fits into program(s): This course offers another option for upper-level creative practice.

   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 course contributes to the learning outcomes of "competently execute performances appropriate for a range of artistic… contexts," "apply self-reflexivity and informed, purposeful criteria to critique and improve creative practice," and "integrate performance theory and performance practice in both creative and scholarly activities."
4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? No.
5. Which program areas have been consulted about the course? None.
6. If a new discipline designation is required, explain why: NA
7. What consideration has been given to indigenizing the curriculum? This course emphasizes intercultural approaches to acting, most notably the approaches of Jerzy Grotowski and Anne Bogart. While neither Grotowski nor Bogart is Indigenous, their approaches have been adopted and adapted by many Indigenous performers and directors in Canada (e.g Floyd Favel, Michael Greyeyes), because their approaches de-emphasize the authority of the written text and provide opportunities for artist-created, original expressive work.
8. If this course is not eligible for PLAR, explain why: NA
9. Explain how each of the following will affect the budget for your area or any other area:
   a. Credit value
   b. Class size limit
   c. Frequency of offering

      THEA 314 will be offered as part of our rotation of upper-level acting courses – we have been offering THEA 316 every year and will return to offering it in alternate years as per course outline.

d. Resources required (labs, equipment) This course requires the same facilities as other acting courses.

10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? If field trips are required, students will fund them and they will be announced in timetable.
11. Estimate of the typical costs for this course, including textbooks and other materials: $150

UEC Screening Subcommittee comments and responses:

THEA 314:

- Is there a particular reason to use the term "postmodern"? Would "contemporary" be appropriate instead?
  The approach to acting currently taken in this course is a postmodern one. If this changes as time goes on, the course title and description will be revised accordingly.

Course hours adjusted for consistency with other upper level creative practice courses.

ORIGINAL COURSE IMPLEMENTATION DATE: September 2017
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: THEA 314	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Postmodern Approaches to Physical Performance **Course Short Title (if title exceeds 30 characters):** Physical Performance	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

Students will explore and apply postmodern approaches to physical acting, psychophysical action, and composition, and examine their implications for actors.

Prerequisites (or NONE):	One of the following: THEA 211, THEA 215, or (THEA 112 and THEA 250).
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☐ Yes ☒ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☒ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 80
Typical structure of instructional hours:

Lecture hours	10
Seminars/tutorials/workshops	35
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: Studio	35
Total	**80**

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): 24

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

Department / Program Head or Director: Heather Davis-Fisch	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	December 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	February 17, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:**	December 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Explain the concepts, principles, and theoretical perspectives of postmodern physical theatre and performance
- Execute kinesthetic and psychophysical approaches to performance based on postmodern approaches, such as Viewpoints and Grotowski
- Analyze canonical texts in order to deconstruct or adapt such texts
- Use the body to make precise and confident choices, driven by physical impulses and external stimuli
- Perform both repeatable and improvised physical scores with precision
- Employ acting techniques to balance execution of actions with immediate responses to present circumstances
- Collaborate effectively as part of ensemble, by applying techniques to build mutual trust, respect, and support
- Give constructive critique on their own and others' work
- Refine a performance by responding constructively to feedback

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)

Physical and vocal exercises, group work, demonstrations, coaching, presentations, seminars.

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

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.	Bogart, A.	The Viewpoints Book	☒	Theatre Communications Group	2005
2.	Bogart, A.	A Director Prepares	☒	Routledge	2003
3.	Meisner, S	Sandford Meisner on Acting	☒	Vintage	1987
4.	Wangh, S.	An Acrobat of the Heart	☒	Vintage	2000
5.			☐		

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

Loose-fitting clothing are essential and exercise mat is optional for class exercises.

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	30%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Participation:	10%	Presentations and performances:	40%	Journal:	20%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Week 1: Intro to Viewpoints, Grotowski, and Presence
Week 2: Physical Viewpoints
Week 3: Vocal Viewpoints
Week 4: Viewpoints composition: instructor demo; Reading panel assignment
Week 5: Scene analysis
Week 6: Obstacles and habits
Week 7: Postmodern approaches to scene analysis and psychophysical action
Week 8-10: Scene study and critique
Week 11-12: Script analysis and deconstruction; postmodern approaches to text
Week 13: Final Presentations

Memo for Course Changes

To: Alisa Webb, CACC, Eric Spalding, UEC

From: Heather Davis-Fisch, Theatre Department Head

Date: November 21, 2016

Subject: Proposal for revision of THEA 450 and 451 (THEA 351 and THEA 451)

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: THEA 450 has been changed to THEA 351, reflecting that the first part of the course introduces intermediate level skills (such as performance research, script analysis, dramaturgical analysis) rather than advanced skills. Contact hours are reduced for both courses, with a note added that students should expect out-of-class rehearsal. Learning outcomes, texts, assignments, and course content have been updated to reflect current instructor practice. References to “D-Fest” and directing a one-act play in THEA 451 have been changed to reflect expectation that students will direct a shorter piece as a final project, as part of the “Showcase.”
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 to learning outcomes.
4. Is this course required by any program beyond the discipline? No.
5. Which program areas have been consulted about the change(s)? None.
6. What consideration has been given to indigenizing the curriculum? Assignments in both courses include examples of Indigenous artists/approaches. Indigenous, intercultural, and non-western approaches to directing are covered in both courses, either by the instructor or as part of student presentations.
7. If this course is not eligible for PLAR, explain why: NA
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 NA

b. Class size limit NA

c. Frequency of offering NA

d. Resources required (labs, equipment) NA

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? The course may require field trips; these are funded by students.
10. Estimate of the typical costs for this course, including textbooks and other materials: Approx. $100-200, depending on field trips.

UEC Screening Subcommittee comments and responses:

THEA 351 (formerly THEA 450)**:**

- Can the rationale for changing the number be expanded upon? Is there really a need to change the number?
  The rationale is provided in the accompanying memo: "THEA 450 has been changed to THEA 351, reflecting that the first part of the course introduces intermediate level skills (such as performance research, script analysis, dramaturgical analysis) rather than advanced skills."

- Learning outcome #4: suggest deleting "knowledge of".
  In this instance, if "knowledge of" is omitted, then the sentence would read "apply structure, style, and theme to create production concept for scripts" which is not actually what the student is doing. They are applying their knowledge of these components of a script in order to develop a production concept. For clarification, revised to "apply knowledge of the structure, style and theme of a script to create a production concept".

Course hours adjusted for consistency with other upper level creative practice courses.

THEA 451:

- Is there a need to include THEA 121 in the prerequisites, since it is a prereq for THEA 123?
  THEA 121 could be removed; however, the department recommends retaining both since it makes clear for students that both these courses are required.

Course hours adjusted for consistency with other upper level creative practice courses.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2007
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: THEA 351	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Directing I **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

An introduction to the fundamentals of directing, focusing on script analysis, identifying dramaturgical structures, and conceptualizing scripts for performance. Students will participate in performance workshops to expand their understandings of directing practice, which will involve out-of-class rehearsal.

Note: Field trips to attend performances may be required.

Note: Students with credit for THEA 450 cannot take this course for additional credit.

Prerequisites (or NONE):	(One of THEA 211, THEA 215, or [THEA 112 and THEA 250]), THEA 299, and 12 additional THEA credits. Note: As of January 2018, prerequisite will change to the following: (One of THEA 203 or THEA 204) and (one of THEA 211, THEA 215, or [THEA 112 and THEA 250]).
C)orequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)

Former course code/number: **THEA 450**

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**.

Total Hours: 80

Typical structure of instructional hours:

Lecture hours	10
Seminars/tutorials/workshops	45
Laboratory hours	
Field experience hours	5
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: studio	20
Total	**80**

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): 24

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

Department / Program Head or Director: Heather Davis-Fisch	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	December 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	February 17, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:**	December 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Analyze the dramaturgical structure, style, and themes of both contemporary and historical scripts
- Identify research questions posed by a dramatic text
- Interpret primary and secondary sources to answer questions arising from script analysis
- Apply knowledge of structure, style, and theme to create production concept for scripts
- Collaborate with peers to address artistic challenges in creative, performative ways
- Apply criteria to critique and improve work by self and peers
- Communicate clearly and professionally, in oral, non-verbal, and written contexts
- Critically assess live performances, demonstrating awareness of how directorial choices impact performances

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, seminars, workshop, videos, field trips, scene 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.	Knowles, Ric	Fundamentals of Directing	☐	Playwrights Canada	2015
2.	Chekhov, Anton	The Cherry Orchard	☐	Playwrights Canada	2015
3.	Clements, Marie	Burning Vision	☐	Talonbooks	2010
4.			☐		
5.			☐		
6.			☐		

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

Typical Evaluation Methods and Weighting

Final Exam:	%	Assignments:	70%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Workshops:	30%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Assignments include dramaturgical analysis, thematic analysis, annotated script, production concept

Typical Course Content and Topics

Week One: Introduction to course, discussion of what directors do, mini workshopWeek Two: Types of play structure and major genres
Week Three: Analysis of The Cherry Orchard; scene workshop time in class
Week Four: Presentation of workshop 1
Week Five: Themes and motifs in drama; dramaturgical analysis due
Week Six: Presentation of workshop 2
Week Seven: Questions posed by scripts, research resources and techniques for directors, thematic analysis due
Week Eight: Major interpretive/critical tools: semiotics and phenomenology for directors
Week Nine: Presentation of workshop 3
Week Ten: Historical, cultural, and social contexts for interpreting scripts: gender, race, and class
Week Eleven: Presentation of workshop 4, annotated script due
Week Twelve: Styles
Week Thirteen: Putting the pieces together: synthesizing script analysis, research, and style
Exam period: presentation of production concepts and sample scenes

ORIGINAL COURSE IMPLEMENTATION DATE:	January 2008
REVISED COURSE IMPLEMENTATION DATE:	September 2017
COURSE TO BE REVIEWED: (six years after UEC approval)	March 2023

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.

Course Code and Number: THEA 451	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Directing II **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

Students investigate the relationship between directing methods and contemporary performance theories. By directing a short performance piece, students will enhance their communication and project-management skills and apply their knowledge of directing practices.

Note: Students may be required to attend field trips and will need to rehearse outside of class.

Prerequisites (or NONE):	THEA 351 (formerly THEA 450). Note: As of January 2018, prerequisites will change to the following: THEA 121, THEA 123, and THEA 351 (formerly THEA 450).
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☐ No

To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 80

Typical structure of instructional hours:

Lecture hours	10
Seminars/tutorials/workshops	30
Laboratory hours	
Field experience hours	5
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: studio	35
Total	**80**

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): 18

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

Department / Program Head or Director: Heather Davis-Fisch	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	December 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	February 17, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:**	December 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Conduct research into specific directors' methods and contemporary theories of theatre and performance;
- Integrate performance theory and practice in performance projects;
- Apply range of directing approaches in developing concepts for performance projects;
- Articulate creative vision in relation to a specific performance project.
- Lead an ensemble team in creating a short performance;
- Manage time and resources effectively as director of a short performance;
- Collaborate effectively with stage management, designers, technicians in creating a short performance;
- Communicate clearly and professionally in a range of situations and contexts (written and oral);
- Apply constructive critique from self, peers, and instructor to improve creative practice;

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, seminars, workshops, self-directed learning, performances.

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.	Knowles, Ric	Fundamentals of Directing	☐	Playwrights Canada	2015
2.	Shelley, P.B.	The Cenci	☐	Scholars Choice	2015
3.			☐		
4.			☐		
5.			☐		

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

Cost of theatre tickets for performances, scripts or copying costs for play selected for final project.

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):

All assignments include performance, written, and research components.
Directing approaches project (research and creative presentation 25%
Praxis project (research and creative presentation) 25%
Final showcase presentation 50%

Typical Course Content and Topics

Week one: Introductions and overview of the course
Week two: Fundamentals of directing: research for directors; communication and conflict resolution #1
Week three: Directing approaches project: research presentations
Week four: Fundamentals of directing: managing time, budgets, and people; creating a proposal
Week five: Directing approaches project: creative presentations
Week six: Fundamentals of directing: design basics and working with designers
Week seven: Praxis project research presentations
Week eight: Fundamentals of directing: early rehearsals
Week nine: Praxis project creative presentations
Week ten: Fundamentals of directing; auditions and casting; auditions for Showcase shows take place
Week eleven: Fundamentals of directing: communication and conflict resolution #2
Week twelve: Fundamentals of directing: preparing for public performance (final rehearsals, tech and dress rehearsals, giving notes)
Week thirteen: One-on-one meetings about showcase presentations
Exam period: Showcase presentations and class debrief

Memo for Course Changes

To: Alisa Webb, CACC, Eric Spalding, UEC

From: Heather Davis-Fisch, Theatre Department Head

Date: November 21, 2016

Subject: Proposal for revision of THEA 352, THEA 353 (THEA 352, THEA 452)

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: Both courses have been updated to reflect changes in creative practice, specifically from "Playmaking" to Devising. Recognizing that collaborative devising is an advanced skill requiring artistic and personal maturity, we have moved THEA 353 to the 400 level, as THEA 452 and have updated learning outcomes to reflect this. Prerequisites for THEA 452 now includes THEA 121 and 123 to ensure that students are adequately prepared in terms of technical theatre/stagecraft knowledge.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): Learning outcomes for THEA 452 are now more demanding but otherwise learning outcomes for both courses align with program learning outcomes as before.
4. Is this course required by any program beyond the discipline? No.
5. Which program areas have been consulted about the change(s)? None.
6. What consideration has been given to indigenizing the curriculum? Devised practices are frequently used by Indigenous theatre practitioners and allow for artist-created, original, interdisciplinary work, including autobiographical performance. They pose a challenge to western, colonial models of artistic creation.
7. If this course is not eligible for PLAR, explain why: NA
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 NA

b. Class size limit NA

c. Frequency of offering NA

d. Resources required (labs, equipment) NA

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? The course may require field trips; these are funded by students.

10. Estimate of the typical costs for this course, including textbooks and other materials: Approx. $100-125.

UEC Screening Subcommittee comments and responses:

THEA 352:

- Will advanced theatre students know what "devising" is, or should this be defined in the calendar description?
  First sentence of calendar description revised to: "An introduction to a variety of devising methods for creating unscripted performances."

- Are there any more recent texts that could be included? (Most recent listed is from 2007.)
  These are key texts in this field, and essential reading in an introductory course.

Course hours adjusted for consistency with other upper level creative practice courses.

THEA 452 (formerly THEA 353)**:**

- No comments.

Course hours adjusted for consistency with other upper level creative practice courses.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 1994
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: THEA 352	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Devised Theatre I **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

An introduction to a variety of devising methods for creating unscripted performances. Students will apply improvisational and devising techniques and explore their personal, social, and political experiences in creating individual performances.

Note: Field trips to attend performances may be required.

Prerequisites (or NONE):	One of the following: THEA 211, THEA 215, (THEA 112 and THEA 250), or 45 university-level credits.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☒ No

To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 80

Typical structure of instructional hours:

Lecture hours	15
Seminars/tutorials/workshops	30
Laboratory hours	
Field experience hours	5
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: Studio	30
Total	**80**

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): 24

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

Department / Program Head or Director: Heather Davis-Fisch	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	December 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	February 17, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:**	December 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Explain contemporary theories and practices of devising
- Explain how theatre can be used as a tool for social change
- Demonstrate how theatre can be created from personal experience
- Describe how theatre allows for engagement with local and global communities
- Create theatre performances through the application of theories and practices of devising
- Apply criteria to critique and improve creative work
- Communicate clearly and professionally, in oral, non-verbal, and written contexts

Prior Learning Assessment and Recognition (PLAR)

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

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

Lectures, field trip(s), seminar, video/film screenings, studio labs, workshops.

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.	Diamond, D.	Theatre for Living	☐	Trafford	2007
2.	Heddon, D. and Milling, J.	Devising Performance	☐	MacMillan	2006
3.	Govan, G.	Making a performance: Devising Histories and Contemporary Practices	☐	Routledge	2007
4.			☐		
5.			☐		
6.			☐		

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

Yoga mat, loose-fitting comfortable clothing, theatre tickets.

Typical Evaluation Methods and Weighting

Final Exam:	%	Assignments:	40%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Participation:	10%	Presentations/Performances:	50%	Other:		Total:	100%

Details (if necessary):

Typical Course Content and Topics

Week 1: Introduction to devising performance; What is devised theatre
Week 2: Praxis based research and devising; from theory to practice & from practice to theory
Week 3: Devising and acting
Week 4: Devising and political theatre
Week 5: Devising and communities
Week 6: Field Trip
Week 7: Presentations
Week 8: Devised performance created
Week 9: Devised performance created
Week 10: Devised performance rehearsal
Week 11: Devised performance rehearsal
Week 12: Devised performances and documentation
Week 13: Review and wrap

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2009
REVISED COURSE IMPLEMENTATION DATE: January 2018
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
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.

Course Code and Number: THEA 452	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Devised Theatre II **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Humanities	**Department (or program if no department):** Theatre

Calendar Description:

An advanced exploration of devising methods. Students will apply improvisational and devising techniques to create, design, and refine devised performances. This course emphasizes collaborative and ensemble creation. Field trips to attend performances may be required.

Note: Students with credit for THEA 353 cannot take this course for further credit.

Prerequisites (or NONE):	THEA 121, THEA 123, and THEA 352.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)

Former course code/number: **THEA 353**

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**.

Total Hours: 80

Typical structure of instructional hours:

Lecture hours	5
Seminars/tutorials/workshops	35
Laboratory hours	
Field experience hours	5
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: Studio	35
Total	**80**

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.

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Learning Outcomes

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

- Evaluate contemporary approaches to devised theatre
- Explain how performance technologies can be integrated into devised performance
- Collaborate with designers to devise original performances
- Describe how theatre allows for engagement with local and global communities
- Demonstrate how theatre can be created from a range of materials and inspirations
- Collaborate effectively with an ensemble to create original performances
- Apply theories, practices, or ideas from other disciplines to the creation of theatre
- Apply critical criteria to critique and improve creative work
- Demonstrate self-reflexivity in evaluating their own contributions to ensemble creation
- Communicate clearly and professionally, in oral, non-verbal, and written contexts

Prior Learning Assessment and Recognition (PLAR)

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

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

Lectures, field trip(s), seminar, video/film screenings, studio labs, workshops.

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)

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2.	Govan G.	Making a Performance	☐	Routledge	2007
3.	Diamond, D	Theatre for Living	☐	Trafford	2007
4.			☐		
5.			☐		

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

Typical Evaluation Methods and Weighting

Final Exam:	%	Assignments:	40%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Participation:	10%	Performances/Presentations:	50%	Other: %		Total:	100%

Details (if necessary):

Typical Course Content and Topics

Week 1: Introduction to devising performance II
Week 2: Devising visual performance
Week 3: How to devise with designers/objects/technology/multimedia
Week 4: Contemporary devising and physical performance
Week 5: Contemporary devising and postmodern performance
Week 6: Performance proposals presentations with feedbacks
Week 7: Devising performances ideation
Week 8: Devising performances process
Week 9: Devising performance iteration
Week 10: Devising performance phase 1
Week 11: Devising performance phase 2
Week 12: Documentation and presentations
Week 13: Wrap and review

Memo for Program Changes

To: Alisa Webb, CACC, Eric Spalding, Amanda Grimson, UEC

From: Heather Davis-Fisch, Theatre Department Head

Date: November 21, 2016

Subject: Program change Theatre Diploma

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

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

2. Rationale for change(s): The Theatre department has recently developed learning outcomes for each of its programs, including the Diploma (we previously had a single set of learning outcomes for all programs; see end of memo for list of Diploma outcomes). The Diploma was originally intended for students planning to focus on pre-professional training or to transition into a four-year BA/BFA. Now that the BA Theatre Major can serve the needs of these students, we have re-visioned the Diploma as a very flexible, accessible program suitable for students from a broad range of backgrounds. Some students will continue to enrol in the Diploma as a way of laddering into a BA or BFA program; however, we believe the revised Diploma will be more appealing to students who are not planning to continue in a degree program, including international students, mature students, adults who wish to access life-long learning opportunities, and Indigenous students. We have removed many required courses from the Diploma, specifically many of the more “academic” and writing intensive courses, both to increase accessibility and so that students have more flexibility to take courses that meet their interests or goals. We have also emphasized the interdisciplinarity of theatre by increasing the number of creative arts electives (outside of theatre) required.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: The revised program outcomes continue to align with ILOs. See list at the end of this memo. The revised program outcomes also contribute to the most recent Ed. Plan by increasing accessibility and flexibility and emphasizing interdisciplinarity and experiential learning.

4. What consideration has been given to indigenizing the curriculum? By removing the requirements of THEA 203, THEA 204, ENGL 130, ENGL 105 or CMNS 155, we believe the program is more accessible

for students with non-traditional academic backgrounds or for whom writing-intensive courses might be a challenge or deterrent; this may well include many Indigenous students. We have also added THEA 250 (Introduction to Storytelling) as a performance option. Students in the Diploma work backstage on a number of UFV Theatre productions (generally 2-5 productions over 2 years) and the department is committed to including works by Indigenous authors in its season of theatre and programming. Many courses include plays by Indigenous authors as assigned texts or as options for assignments.

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? The revised Diploma is less restrictive, so students will have more flexibility to choose courses that meet their individual needs and goals. The change is expected to modestly increase enrolment in the program. The increased flexibility, particularly in terms of which acting courses students are required to take, may also have the effect of evening out enrolment across lower-level courses.
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? Students are required to take the same number of Theatre credits (36).
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.) None required, unless enrolment increases drastically. Because the revised program is more flexible, we can accommodate modest enrolment increases very easily.
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. Yes, 9 credits are now required in creative arts, rather than 3. Students are no longer required to take ENGL 130 or ENGL 105/CMNS 155 (although we have included a note in the calendar copy indicating that Diploma students planning to ladder into BA programs should plan accordingly). Overall, students are required to take the same number of Arts credits outside of Theatre (9) as before. We expect these changes will have a minimal impact on other disciplines, in terms of enrolment, as the number of students enrolled in the Theatre Diploma tends to be quite small (so minimal impacts on ENGL/CMNS by no longer requiring courses in these programs) and as there are many options for students completing creative arts requirements (so any increases in enrolment in other creative arts courses will be small and spread out).
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.

Learning Outcomes for Theatre Diploma (corresponding ILOs in brackets)

Upon successful completion of the Theatre Diploma, students will be able to:

1. Execute performances appropriate for a range of contexts (ILO 3, 5)
2. Collaborate effectively as part of an ensemble team (ILO 7)
3. Apply self-reflexivity and informed, purposeful criteria to critique and improve creative practice (ILO 6)
4. Appreciate how theatre is inter-related to knowledge and skills in other disciplines (ILO 9)
5. Communicate effectively in written, verbal, and non-verbal languages in a variety of contexts and settings, using current technologies appropriately (ILO 1, 5)
6. Articulate why performance matters—to themselves, to communities, historically, and in the present (ILO 9)

The UEC Screening Subcommittee has reviewed these proposals and has the following comments:

Theatre diploma:

- As THEA 111 is intended for non-Theatre students and is being removed from course prerequisites, will its inclusion as an option in the first year of the diploma be problematic for students who want to pursue a degree? Suggest either removing it or including a note to advise students that THEA 111 may not fulfill other requirements.

The idea is for the diploma to be as open as possible. Notes 2 and 3 on the calendar copy for the diploma should address the concern raised, since they ensure students are aware of the need to check prerequisites and plan carefully if they are planning to ladder into a degree. THEA 111 can also be used to meet the 21 theatre elective or 15 additional credit requirements.

- "Creative Arts" electives: "English-Creative Writing" is not a valid category. The previous language, "English courses designated as Creative Writing" should be retained.

okay.

- Graduation section: "approved by the UFV Arts division" should be replaced with "approved by UFV Advising" or similar.

okay.

- Electives do not specify lower-level. Confirm that upper-level electives are acceptable?

upper level are indeed acceptable.

Theatre extended minor and minor:

- The increase in upper-level requirements from 16 to 20 credits should be further explained. Also, extended minors typically have the same upper-level requirements as the minor, with additional lower-level credits. The proposed changes will give the extended minor only an additional 3 lower-level credits, but an additional 4 upper-level requirements. UEC may require further explanation.

The changes to the extended minor are best understood in the context of the BFA degree. With the introduction of the BA major in theatre, the department has revised the extended to serve a more specific role as the terminal option in theatre for BFA students (there is no BFA major in theatre). Hence, the increase in upper level credits reflects the concentration in creative practice and performance studies that is more consistent with a BFA program.

- Lower- and upper-level requirements have been revised to match the presentation of the Theatre major.

Yes.

- Should the practicum section really be deleted, or should it be included as a note, as in the major?

The extended minor and minor can indeed mirror the note from the major; note that recent changes to THEA 199/299/290/295 should be reflected.

Theatre Diploma

The Theatre Diploma is a sixty credit program that introduces students to all areas of theatre, including acting, stagecraft, and performance studies. All students enrolled in the Diploma gain applied, practical experience by working on UFV Theatre productions.

The Theatre Diploma is for anyone interested in learning more about theatre, the performing arts, or performance studies. It is suitable for people from a wide range of backgrounds, including direct-entry from high school, international students, mature students, adults who wish to access life-long learning opportunities, and Indigenous students. Applicants do not need to have theatre experience.

Students graduate from the Theatre Diploma with enhanced performance and stagecraft skills, a deep appreciation of theatre and performance, and the ability to collaborate and communicate effectively. Program learning outcomes are available on the theatre department website www.ufv.ca/theatre.
~~UFV offers a two-year, 60 credit program leading to a diploma in theatre. Graduates are qualified to seek entry into professional training schools, or to transfer to university degree programs. Exceptional students may be ready to seek professional work upon graduation. The program also gives students an enriched appreciation of theatre and enhanced skills for involvement in theatre.~~

Entrance requirements

- B.C. Secondary school graduation or equivalent, or 19 years of age or older before classes begin.
- Students with university-level credit must have a grade point average of 2.0 on all credits attempted. Transcripts must be submitted to substantiate this.
- Applicants must meet the Degree/diploma level English language proficiency requirement. For details on how this requirement may be met, see the **English language proficiency requirement** section of the calendar.

Students who do not meet these requirements might consider **Qualifying Studies**.

When to apply

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

How to apply

1. Apply online at **ufv.ca/admissions/admissions/apply**.
Additional documents required for a complete application:
Proof of B.C. secondary school graduation or equivalent.
Transcripts (or interim transcripts) showing grade/course achievement as per entrance requirements.
2. Students who have attended a post-secondary institution must submit an official transcript (sealed envelope) for each institution attended, whether or not they have completed courses there. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the **Transfer Credit** section for details. To

retain your original application date, order early so transcripts arrive within two weeks of the date your application is mailed or submitted.
3. 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.
If you meet all of the entrance requirements, but the program is full, you will be given an opportunity to register in **Qualifying Studies**. Should a space become available at a later date, you will be contacted.
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 are due the beginning of August.

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

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

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

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

Standing required for continuance
All students accepted into this 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.
For assistance, see an Advisor or contact **advising@ufv.ca**.

Required to withdraw
Students who have been Required to Withdraw from UFV under the **Undergraduate Continuance policy (92)** are subject to re-admission and continuance requirements as listed in the UFV academic calendar. Students are normally only readmitted once to the same program.

Graduation
A cumulative grade point average of 2.0 is required in order to receive a diploma.
It is the student's responsibility to ensure all program requirements are met. This should be done through regular consultation with an Academic Advisor.
Diploma candidates who qualify to receive a UFV Theatre diploma must be approved by the UFV ~~Arts division~~Advising and the Senate.
Students must apply for graduation by completing a Request to Graduate form available at the Office of the Registrar. We recommend this be done in the first month of the graduating semester. The final deadline for submissions is April 1, with all program requirements completed by April 30 for students wishing to attend the June convocation ceremony.

Program requirements

Course	Title	Credit Value
THEA 101	Introduction to Theatre and Performance Studies	3
One of: THEA 111 THEA 112 THEA 250	 Acting Skills for Work and Life Essentials of Acting Introduction to Storytelling	3
THEA 121	Stagecraft I	3
THEA 123	Stagecraft II	3
THEA 299	Theatre Production Practicum	3
Theatre	Selected from Theatre courses	21

Electives		
Creative Arts	Selected from Art History, Film Studies, Graphic Design, Media and Communication Studies, or English courses designated as Creative Writing	9
Electives	Selected from any subject area, including Theatre	15
	Total Credits	60

~~Theatre Practice requirements: 15 credits~~
~~table UFV-calendar~~

~~Title~~	~~Credits~~
~~Introduction to Acting~~	~~3~~
~~Essentials of Acting (see Note)~~	
~~Stagecraft I~~	~~3~~
~~Stagecraft II~~	~~3~~
~~Technical Theatre Practicum~~	~~3~~
~~Theatre Production Practicum~~	~~3~~

~~Note: The prerequisite for THEA 112 is THEA 111 with a B, or audition. Students with previous training or experience in acting may audition for direct admission to THEA 112. Please refer to the Theatre website for information on audition dates and guidelines.~~
~~THEA 111, if taken as well, may be used as an elective.~~
~~Theatre Studies requirements: 12 credits~~

~~Course~~	~~Title~~
~~THEA 101~~	~~Introduction to Theatre and Performance Studies~~
~~THEA 203/ENGL 233~~	~~History of Theatre and Drama: Antiquity to 1642~~
~~THEA 204/ENGL 234~~	~~History of Theatre and Drama: 1642 to 1914~~
~~ENGL 130~~	~~Introduction to Drama~~

~~Writing Requirement: 3 credits~~

Course	Title
One of:	
ENGL 105 (see Note 1)	Academic Writing
or CMNS 155	Introduction to Workplace and Academic Communication

Note 1: Students who enter the Theatre diploma program with a grade of A in English 12 (or an equivalent course), or a grade of A in ENGL 099, or a grade of A in English 091, may replace the ENGL 105 requirement with any ENGL course numbered 108 or higher.
Note 2: In assessing a high school grade, the BA program uses the blended final grade. English 12 equivalent courses include English Literature 12, English 12 First Peoples, International Baccalaureate English A (standard level or higher level), Advanced Placement English.
Elective requirements: 30 credits
12 credits chosen from:

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

12 credits chosen from:

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

6 credits chosen from:

- Any subject area, including Theatre

All elective credits must be university level.

General Notes:

Note 1:
Students planning to use the diploma to transfer into a Bachelor of Arts, Bachelor of Fine Arts, or other program should consult the calendar or meet with an Advisor to ensure they select electives that meet the requirements of the BA, BFA, or otherthat program.
Note 2: Students planning to transfer into a Bachelor of Arts, Theatre major should consult the calendar or meet with an Advisor to ensure they select courses and electives that meet the requirements of the Theatre Major.
Note 3: Students should be aware that many Theatre courses 200-level and above have specific prerequisites.

~~Elective credits must be chosen from courses other than ENGL 105, 130, 233, and 234.~~
~~Practica~~
~~Theatre practica are assigned to each production in the department's annual season of theatre. Two practica are required for the diploma: THEA 199 (Technical Theatre Practicum) and THEA 299 (Theatre Production Practicum). Students are strongly advised to complete one of the required theatre practica in each year of the two-year diploma. The department also offers two credit/non-credit practica designed for students who wish to develop additional experience in theatre practice: THEA 290 (Theatre Practice – Small Ensemble) and THEA 295 (Theatre Practice – Large Ensemble).~~
~~Theatre practicum courses require from 45 to 130 total hours spread over approximately 10 weeks. Rehearsals are usually scheduled on Monday, Wednesday, and Thursday evenings and on weekends (usually Sunday afternoon or evening).~~
~~Since each production represents a unique project, students may repeat THEA 199 or 299 once for further elective credit towards a Theatre diploma. Students may also acquire as many THEA 290 or THEA 295 credits as they wish. A maximum of twelve lower-level practicum credits (six required from THEA 199 and 299, and six elective credits from THEA 199, 299, 290, or 295) can be counted towards the diploma. In all cases, additional credit will only be granted when the work undertaken in each practicum represents a different production role.~~
~~Acting roles in the practicum sections are obtained through audition.~~

Memo for Program Changes

To: Alisa Webb, CACC, Eric Spalding, Amanda Grimson, UEC

From: Heather Davis-Fisch, Theatre Department Head

Date: November 21, 2016

Subject: Program change Theatre Extended Minor and Theatre Minor

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

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

2. Rationale for change(s): The Theatre Minor is currently a very restrictive program (15 lower-level credits, all prescribed), while the Theatre Extended Minor is more flexible. The number of required credits in both programs, particularly the Extended Minor was high, in comparison to similar programs. The revised Minor is much more flexible, requiring only one specific lower-level course (THEA 101) and fewer lower-level credits than before (12 instead of 15). The revised Extended Minor is less prescriptive than before (4 required lower-level courses) and requires fewer lower-level credits. The upper-level requirements for both programs include one course from creative practice and one course from performance studies lists, so the requirements are now more aligned with the Major and ensure students have some breadth at the upper-level. Finally, now that the BA, Theatre Major is officially running, we expect to see many Extended Minor students choosing the Major instead.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: The Theatre Department has just drafted outcomes for these two programs (we previously only had outcomes for all programs). The new learning outcomes for the Extended Minor and Minor are not significantly different from the existing program outcomes; however, the level of expectations is lower and the outcomes recognize that because of increased flexibility in course selection, some outcomes of the Major are not reasonable for the Extended Minor or Minor (e.g. the Minor does not require a Theatre History course, so outcome 5 in Extended Minor re. historiographic awareness is not part of the Minor.)

4. What consideration has been given to indigenizing the curriculum? The Theatre department is committed to Indigenization, particularly in its season of theatre and other programming, and is ensuring that as existing courses are revised, Indigenization is a priority (e.g. THEA 101 learning outcomes specify that students will study plays from a range of cultures and a note in the outline indicates that plays with Indigenous content/themes or by Indigenous authors will be included whenever possible). Plays/performances/texts by Indigenous artists are consistently used as either examples in class or as options for students to choose for assignments and Indigenous worldviews are explicitly addressed as part of course content in several classes (THEA 250, THEA 307, THEA 401).
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? The changes may increase enrolment in the Minor. We expect to see declines in the BA, Extended Minor, now that we offer the Theatre Major (since students will choose the Major over the Extended Minor); we expect that the changes to the Extended Minor, making it more flexible and slightly less demanding (fewer required courses, 35 credits overall instead of 40) will slightly increase enrolment in the BFA, Theatre Extended Minor option.
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? Yes, fewer courses are required. Because these changes are being proposed at the same time as the Major is being introduced, we do not expect that these program changes will impact the total number of courses to be offered.
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.) NA
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 only change in courses required from other disciplines is in the Minor, which previously required four credits from ENGL 310, 312, 361, 368, Theatre 300/400 level, or Visual Arts 300-level and twelve 300/400 Theatre credits. Most students met the first requirement with a 300/400 level Theatre course, however, there could conceivably be a slight impact on enrolment in 300 level ENGL and VA courses.
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.

Theatre Minor Learning Outcomes

Upon successful completion of the Theatre Minor, students will be able to:

1. Collaborate effectively as part of an ensemble team

2. Apply self-reflexivity and informed, purposeful criteria to critique and improve creative practice
3. Integrate performance theory and performance practice in both creative and scholarly activities
4. Critically analyze live performances
5. Appreciate how theatre is inter-related to knowledge and skills in other disciplines
6. Employ methods for generating, investigating, and responding to performative research questions
7. Communicate effectively in written, verbal, and non-verbal languages in a variety of contexts and settings, using current technologies appropriately
8. Articulate why performance matters—to themselves, to communities, historically, and in the present

Theatre Extended Minor Learning Outcomes

Upon successful completion of the Theatre Minor, students will be able to:

1. Collaborate effectively as part of an ensemble team
2. Apply self-reflexivity and informed, purposeful criteria to critique and improve creative practice
3. Integrate performance theory and performance practice in both creative and scholarly activities
4. Critically analyze contemporary and historical performances, from a range of world cultures
5. Explain how knowledge of performances of the past is preserved and transmitted historically
6. Appreciate how theatre is inter-related to knowledge and skills in other disciplines
7. Employ methods for generating, investigating, and responding to performative research questions
8. Communicate effectively in written, verbal, and non-verbal languages in a variety of contexts and settings, using current technologies appropriately
9. Articulate why performance matters—to themselves, to communities, historically, and in the present

Theatre extended minor
This section specifies the extended minor discipline requirements only. Please refer to the **Bachelor of Arts** or **Bachelor of Fine Arts** section for information on additional requirements. Please check the Bachelor of Arts **residency** section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program. Program learning outcomes are available on the Theatre department website: www.ufv.ca/theatre.

Lower-level requirements: 15~~24~~ credits
~~15 credits of 100/200 level Theatre, including:~~
~~THEA 101, THEA 112, THEA 121, and one of THEA 203 or THEA 204.~~

Course	Title	Credits
THEA 101	Introduction to Theatre and Performance Studies	3
THEA 112	Essentials of Acting	3
THEA 121	Stagecraft I	3
THEA 203/ENGL 233	History of Theatre and Drama: Antiquity to 1642	
or THEA 204/ENGL 234	History of Theatre and Drama: 1642 to 1914	3
One course	Any lower-level THEA course	3

~~24 credits of 100/200-level Theatre, including~~
~~15 credits from THEA 101, THEA 111, THEA 121, THEA 203/ENGL 233, or THEA 204/ENGL 234, THEA 199 or THEA 299.~~
Note 1: Students can use only three credits from THEA ~~199 or~~ 299 to fulfill the lower-level requirements for the Theatre extended minor. Students may use a maximum of six additional practicum credits drawn from ~~one each of~~ THEA ~~199,~~ 299, 290 or 295 toward elective credits in any UFV degree program, including the BA or BFA.
Note ~~2~~: Students are advised to select lower-level theatre courses that are prerequisites ~~(or recommended)~~ for the upper-level theatre courses that are of interest to them. See the course description section of the calendar for more information.

Upper-level requirements: 20~~16~~ credits
~~2016 credits of 300/400-level Theatre, including 4 credits of Performance Studies and 4 credits of Creative Practice. Eligible courses for each category are listed under Theatre major, upper-year requirements.~~

Course	Title	Credits
Upper-level performance studies (4 credits)		
One of:		4
THEA 301	History of Theatre and Drama: 1914 to the Present	
THEA 305	Theatre for Young Audiences	
THEA 306	History of Musical Theatre	
THEA 307	World Theatre	
THEA 360	Selected Topics in Theatre Studies	
Upper-level creative practice (4 credits)		
One of:		4
THEA 311	Acting for the Camera	
THEA 312	Character and Scene Study II	
THEA 315	Voice and Body II	

THEA 316	Special Topics in Acting and Performance	
THEA 352	Playmaking I	
THEA 370	Design for the Theatre	
THEA 399	Intermediate Practicum in Theatre	
THEA 450	Directing I	
Upper-level Theatre electives (12 credits)		
Three courses	Any 300-400 THEA courses	12

Note ~~1~~: Students should note that most 300/400-level theatre courses are offered every other year. Please ~~consult~~ contact the Theatre department ~~head~~ at theatre@ufv.ca for information on which courses are being offered.

Theatre minor

~~Note 2: Students with credit for THEA 212 (changed to THEA 312) can use that course to meet upper-level requirements.~~

~~Practicum courses~~

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

~~Since each production represents a unique project, students may repeat THEA 199 or 299 once for further elective credit towards a Bachelor of Arts degree or Bachelor of Fine Arts degree. Students may also acquire as many THEA 290 or THEA 295 credits as they wish, however only a maximum of six credits from THEA 199, 299, 290, or 295 can be used for elective credits towards any UFV degree program, including the BA or BFA. In all cases, additional credit will only be granted when the work undertaken in each~~

~~practicum represents a different production role.~~
~~Students can use only three credits from THEA 199 or 299 to fulfill the lower-level requirements for the Theatre extended minor.~~
~~Theatre minor~~
This section specifies the minor discipline requirements only. Please refer to the **Bachelor of Arts** or **Bachelor of Fine Arts** section for information on additional requirements. Please check the Bachelor of Arts **residency** section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program. Program learning outcomes are available by contacting theatre@ufv.ca.

Lower-level requirements: 12~~5~~ credits
~~12 credits of 100/200 level Theatre, including THEA 101.~~

Course	Title	Credits
THEA 101	Introduction to Theatre and Performance Studies	3
Three courses	Any lower-level THEA courses	9

Note: Students are advised to select lower-level theatre courses that are prerequisites for the upper-level theatre courses that are of interest to them. See the course description section of the calendar for more information.

~~table UFV-calendar~~

~~Course~~	~~Title~~
~~THEA 101~~	~~Introduction to Theatre and Performance Studies~~
~~THEA 111~~	~~Introduction to Acting~~
~~THEA 121~~	~~Stagecraft I~~
~~THEA 199~~	~~Technical Theatre Practicum~~
~~**or** THEA 299~~	~~Theatre Production Practicum~~
~~THEA 203/ENGL 233~~	~~History of Theatre and Drama: Antiquity to 1642~~
~~**or** THEA 204/ENGL 234~~	~~History of Theatre and Drama: 1642 to 1914~~

~~Note: Students are advised to select lower-level theatre courses that are prerequisites (or recommended) for the upper-level theatre courses that are of interest to them. See the course descriptions section of the calendar for more information.~~

Upper-level requirements: 16 credits
~~16 credits of 300/400 level Theatre,~~
~~including 4 credits of Performance Studies and 4 credits of Creative Practice. Eligible courses for each category are listed under Theatre major, upper-year requirements.~~

Course	Title	Credits
Upper-level performance studies (4 credits)		
One of:		4
THEA 301	History of Theatre and Drama: 1914 to the Present	
THEA 305	Theatre for Young Audiences	
THEA 306	History of Musical Theatre	
THEA 307	World Theatre	
THEA 360	Selected Topics in Theatre Studies	
Upper-level creative practice (4 credits)		
One of:		4
THEA 311	Acting for the Camera	
THEA 312	Character and Scene Study II	
THEA 315	Voice and Body II	

THEA 316	Special Topics in Acting and Performance	
THEA 352	Playmaking I	
THEA 370	Design for the Theatre	
THEA 399	Intermediate Practicum in Theatre	
THEA 450	Directing I	
Upper-level Theatre electives (8 credits)		
Two courses	Any 300-400 THEA courses	8

Note 1: Students should note that most 300/400-level theatre courses are offered every other year. Please ~~consult~~contact the Theatre department ~~head~~ [BK1]at theatre@ufv.ca for information on which courses are being offered.

~~• 12 credits of 300/400-level Theatre.~~

~~• Four credits from ENGL 310, 312, 361, 368, Theatre 300/400 level, or Visual Arts 300-level.~~

~~Note: Students should note that most 300/400-level theatre courses are offered every other year. Please consult the Theatre department head for information on which courses are being offered.~~

~~Practicum courses~~

~~Theatre practica are assigned to each production in the department's annual season of theatre. The required practicum courses for the Theatre extended minor and minor are one of THEA 199 (Technical Theatre Practicum) or THEA 299 (Theatre Production Practicum). The Theatre department also offers two credit/non-credit practica~~

~~designed for students who wish to develop additional experience in theatre practice: THEA 290 (Theatre Practice – Small Ensemble) and THEA 295 (Theatre Practice – Large Ensemble).~~
~~Since each production represents a unique project, students may repeat THEA 199 or 299 once for further elective credit towards a Bachelor of Arts degree or Bachelor of Fine Arts degree. Students may also acquire as many THEA 290 or THEA 295 credits as they wish, however only a maximum of six credits from THEA 199, 299, 290, or 295 can be used for elective credits towards any UFV degree program, including the BA or BFA. In all cases, additional credit will only be granted when the work undertaken in each practicum represents a different production role.~~

Memo for Course Changes

To: Dean of Arts, CACC, CAC, UEC

From: Martha Dow, Department Head, SCMS

Date: 8 April, 2016

Subject: Proposal for revision of SOC GDS 250 Sociology of Development – The Global South

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:
   - Calendar description – edited to meet new length requirement
   - Prerequisites – reduced to facilitate timely program completion for GDS students, who face challenges due to required courses being offered by a dozen or more disciplines.
   - Learning Outcomes – revised for comprehensibility and to reflect changing real-world context and evolving program
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):
   - Changes are minimal; nonetheless see attached program learning outcomes.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
   - GDS; the change will facilitate timely program completion for GDS student
5. Which program areas have been consulted about the change(s)? GDS, SCMS
6. What consideration has been given to indigenizing the curriculum?
   - Impacts of development on Indigenous peoples (and vice versa) are considered frequently throughout the course, beginning with the conquest of the Americas and the impact this had on the development of capitalism in Europe and on European conceptions of Indigeneity, development and the environment. Discussion of the history of 5 centuries of colonialism and development naturally includes the impact on Indigenous peoples and Indigenous resistance. A

critique of 20th century development strategies and theories includes a consideration of the impact on indigenous culture and the cost of ignoring local/Indigenous knowledge. In the final section of the course, Indigenous issues are of particular importance when we discuss environment, appropriate technology, rural and urban development, and education.

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:
    - About $100-150 for textbooks

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2004
REVISED COURSE IMPLEMENTATION DATE:	September 2013
COURSE TO BE REVIEWED: (six years after UEC approval)	January 2017

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.

Course Code and Number: SOC 250	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Sociology of Development – The Global South **Course Short Title (if title exceeds 30 characters):** Soc of Development: Global South	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** SCMS

Calendar Description:

Examines the nature and development of the global South, its relationship to the global North, and major explanations of underdevelopment. Examples from around the world, particularly Latin America, are used to critically evaluate development issues (e.g. gender, environment, health, education, fair trade, etc.) and alternative development paths.

Note: This course is offered as SOC 250 and GDS 250. Students may take only one of these for credit.

Prerequisites (or NONE):	None. Recommended: SOC 101, GDS 100, or any lower-level LAS course.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with: **GDS 250**

Equivalent course(s): **GDS 250**

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**.

Total Hours: 45

Typical structure of instructional hours:

Lecture hours	30
Seminars/tutorials/workshops	15
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**45**

Special Topics

Will the course be offered with different topics?
☐ Yes ☒ No

If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 36

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

Department / Program Head or Director: Martha Dow	**Date approved:**	May 2016
Faculty Council approval	**Date approved:**	May 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	March 17, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:**	May 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

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

- Discuss the major characteristics of the global south and the differences between various regions. Define development in various ways.
- Outline the historical construction and relationship of North and South.
- Explain the significance of Latin America in the origins and development of the North/South divide.
- Explain major theories of development and underdevelopment and be able to link these theories to the major sociological perspectives and traditions and to major development strategies.
- Outline the importance of the Latin American development experience for the construction of international theories and strategies.
- Identify and compare some major actors in global development and the work they do.
- Discuss some current controversies and issues in development policy. Assess Millennium and Sustainable Development Goal achievements in a particular developing country.
- Apply logical framework analyses (gender, environmental, appropriate technology) in the assessment of a development project.

Prior Learning Assessment and Recognition (PLAR)

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

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

Class time is divided between lectures and seminar discussions. Videos and simulation exercises are used frequently to illustrate course content. Guest lecturers may be invited.

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.	Haslam, Paul A., Jessica Schafer and Pierre Beaudet, eds.	Introduction to International Development: Approaches, Actors, and Issues.	☒	Oxford	2012
2.	Hopper, Paul	Understanding Development: Issues and Debates	☒	Polity Press	2012
3.	Roberts, J. Timmons and Amy Bellone Hite, eds.	The Globalization and Development Reader: Perspectives on Development and Global Change	☒	Wiley-Blackwell	2007
4.	Robertson, A.F.	The Big Catch: A Practical Introduction to Development	☒	Westview Press	1995
5.	Sernau, Scott	Global Problems: The Search for Equity, Peace and Sustainability	☒	Pearson	2012

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

Typical Evaluation Methods and Weighting

Final exam:	30%	Assignments:	30%	Midterm exam:	30%	Practicum:	%
Quizzes/tests:	10%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	0%

Details (if necessary):

Typical Course Content and Topics

Unit 1: Defining development

Unit 2: A brief history of development

- European Expansion, conquest, colonialism
- Imperialism
- The development era, de-colonization, neo-imperialism
- The debt crisis and structural adjustment
- Globalization
- The MDGs and the financial crisis
- The New South

Unit 3: Theorizing development

- Modernization
- Dependency (UDT/WST)
- Neoliberalism
- Basic human needs

- Neo-structuralism

Unit 4: Development actors and structures

- The state and national development agencies
- The IFIs and the UN
- The multinationals and civil society

Unit 5: Issues and institutions in development

- Gender
- Environment
- Appropriate technology
- Indigenous peoples
- Rural and urban development
- Health and education
- Free trade / fair trade
- Conflict and migration

ORIGINAL COURSE IMPLEMENTATION DATE:	January 2012
REVISED COURSE IMPLEMENTATION DATE:	September 2013
COURSE TO BE REVIEWED: (six years after UEC approval)	October 2017
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.

Course Code and Number: GDS 250	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Sociology of Development – The Global South **Course Short Title (if title exceeds 30 characters):** Soc of Development: Global South	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** SCMS
Official Course Outline: This is a cross-listed course. Please refer to **SOC 250** for the official course outline.	
Calendar Description: Examines the nature and development of the global South, its relationship to the global North, and major explanations of underdevelopment. Examples from around the world, particularly Latin America, are used to critically evaluate development issues (e.g. gender, environment, health, education, fair trade, etc.) and alternative development paths. Note: This course is offered as SOC 250 and GDS 250. Students may take only one of these for credit.	

Prerequisites (or NONE):	None. Recommended: SOC 101, GDS 100, or any lower-level LAS course.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Equivalent Courses (cannot be taken for additional credit) Former course code/number: Cross-listed with: **SOC 250** Equivalent course(s): **SOC 250** *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**.

Department / Program Head or Director: Martha Dow	**Date approved:**	May 2016
Faculty Council approval	**Date approved:**	May 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	March 17, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:**	May 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Memo for Course Changes

To: UEC

From: Sven van de Wetering

Date: December 22, 2016

Subject: Proposal for revision of PSYC 491

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: Sample course content has been changed and outline has been transferred to new form.

2. Rationale for change: This course is overdue for its six-year review. Learning outcomes have been slightly reworded to reflect current practice, but not substantially altered. The previous sample grading scheme used ranges, contrary to current practice, and have been modified. One of the previous samples of course content was obsolete because it has been incorporated into a numbered course, the other did not contain 13 weeks of material and has been replaced by a different version that does.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): N/A
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No
5. Which program areas have been consulted about the change(s)? None
6. What consideration has been given to indigenizing the curriculum? As a special topics course, there is no way to indigenize the curriculum at the official course outline level. Instructors of specific topics may choose to incorporate indigenous content into their courses.
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)

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: $150

UNIVERSITY OF THE FRASER VALLEY

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

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: PSYC 491	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Selected Topics in Psychology **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** PSYC

Calendar Description:

This seminar course critically reviews theory, methods, and research results in a selected sub-area of psychology.

Note: Students should check with the Psychology department to determine the content area and prerequisites for a particular semester.

Prerequisites (or NONE):	45 university level credits, including PSYC 101 and 102, and instructor's permission.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☐ No

To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 45
Typical structure of instructional hours:

Lecture hours	15
Seminars/tutorials/workshops	30
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**45**

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 Year

Department / Program Head or Director: Sven van de Wetering	December 22, 2016
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Dean/Associate VP:	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

1. Critically evaluate the literature, including problem definition, historical context, methods of investigation, theory, and research results on the selected topic.
2. Critically evaluate relevant issues in research design on the selected topic.
3. Extrapolate current trends in the literature into the future on the selected topic.

Prior Learning Assessment and Recognition (PLAR)

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

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

Student seminar presentations, demonstrations, some lectures.

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.			☐		
2.	Kahneman, D.	Thinking fast and slow	☐	Penguin	2011
3.	Gigerenzer, G.	Heuristics: The foundation of adaptive behavior	☐	OUP	2011
4.			☐		
5.			☐		

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

Typical Evaluation Methods and Weighting

Final exam:	25%	Assignments:	40%	Midterm exam:	20%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Seminar Presentation:	%	Other:	15%	Research Paper/project:	20-40%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Week 1: Implicit and explicit cognitive processes introduced
Week 2: How the two systems work
Week 3: Forming judgments about the world
Week 4: Heuristics I: Kahneman and Tversky's work and related approaches
Week 5: Heuristics II: Gigerenzer's approach to heuristics
Week 6: Heuristics III: Taming intuitive predictions and judgments
Week 7: MIDTERM EXAM
Week 8: Overconfidence and its causes
Week 9: Risk assessment
Week 10: Implicit and explicit bases of moral judgments
Week 11: Dual process models of persuasion
Week 12: Applications
Week 13: Conclusions

Memo for New Course

To: Dr. Sue Brigden, Dean, Faculty of Access and Continuing Education

CC: Tracy Morrison

From: Anna Kuczynska, UUP Department Math Working Group

Date: Jan. 28, 2017

Subject: Proposal for new course MATH 092 – Algebra and Functions

1. Rationale for new course:

The UUP Math Working group has identified a need to re-envision the 09-level mathematics course stream that UUP offers to better meet the demands of programs at UFV and to offer more flexible pathways for students. The suggested course of action is to offer two new mathematics courses, referred to as Math 092 and Math 093, as alternatives to Math 094 and Math 095.

The current options for students wanting to complete their grade 12 pre-calculus requirements are:

- Math 096, which is 3 credits and 90 hours, or
- both Math 094 and Math 095, which are 4 credits and 60 hours each.

This means that with the current options, students are completing the same content in either 3 credits and 60 hours, or 8 credits and 120 hours. The inconsistency here is a burden for students, and requires a change to the course structure. The proposed structure will replace the Math 094 and Math 095 courses with Math 092 and Math 093. Math 092 will be 3 credits and 90 hours, and Math 093 will be 1.5 credits and 45 hours. Together, they will still deliver the same content as Math 094 and Math 095, or as Math 096. However, the benefits will be that:

- students can proceed to certain program areas after only completing Math 092
- more appropriate credit values are attached
- students have a slower-paced option for completing grade 12 pre-calculus requirements through Math 092 and Math 093 as an alternative route to completing Math 096

This memo is for the proposal of Math 092. Math 092 will be 3 credits and 90 hours, as all other full-term UUP courses. In addition to the content of Math 094, Math 092 will include exponential and logarithmic equations and functions, sequences and series, and an introduction to combinatorics. This will allow students to proceed to subsequent courses that require grade 12 pre-calculus, but do not require the trigonometry portion (e.g. CIS, business, etc.), therefore improving student pathways.

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

Math 092 will act just as Math 094 did as a provincial level course option in the Adult Basic Education Program, the Adult Basic Education University Preparation Program, or the Adult Graduation Diploma Program.

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

The course learning outcomes align with all of the UUP Math Learning Outcomes, as well as most of the Institutional 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?

Yes. Any programs that required Math 094 and Math 095 will need to be notified that Math 092 and Math 093 will together cover the same outcomes as did Math 094 and Math 095. These will allow for direct replacement of prerequisites in the receiving courses of science programs. However, Math 092 may now be sufficient to satisfy grade 12 pre-calculus requirements of some of the programs. Program areas such as Mathematics and Statistics, Business, and Computer Information Systems will need to be consulted about updating their prerequisites.

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

The Mathematics and Statistics department has been consulted. They are pleased with the change and look forward to having this option available to students. They will alter their prerequisites accordingly, which will inform related departments (such as BUS and CIS) of how to appropriately update their prerequisites.

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

N/A

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

Teaching practices that are in line with Indigenous values and practices will be implemented, and Indigenous examples within content will be used where appropriate.

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 – Credit value will be standard for a full section course in the department, but will be less than the credit value of the course that is being replaced. Although this means that slightly less revenue will be made, it is also projected to improve enrolment. Overall, the impact on the budget should not be substantial.
    b. Class size limit – N/A
    c. Frequency of offering – Same as course being replaced (every semester), and dependent on student demand
    d. Resources required (labs, equipment) – N/A
10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? N/A
11. Estimate of the typical costs for this course, including textbooks and other materials: As per UFV "Fees Per Credit 2016-17", the course will cost $403.86, textbooks and other materials may cost between $150 and $300. The same textbook is used for Math 092, Math 093, and Math 096.

ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE:

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

Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: MATH 092	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Algebra and Functions **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Access and Continuing Education	**Department (or program if no department):** Upgrading and University Preparation

Calendar Description:

Provides students with the algebraic background of pre-calculus 12. Content includes absolute value, polynomial, rational, radical, exponential and logarithmic expressions, equations, and functions, including graph transformations. A focus is placed on properties of functions and their applications in word problems.

Prerequisites (or NONE):	One of the following: MATH 085, (C+ or better in one of Principles of Math 11 or Pre-calculus 11), (one of Principles of Math 12 or Pre-calculus 12), or Upgrading and University Preparation assessment.
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

Equivalent Courses (cannot be taken for additional credit)

Former course code/number: **NONE**

Cross-listed with: **NONE**

Equivalent course(s): **NONE**

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**.

Total Hours: 90

Typical structure of instructional hours:

Lecture hours	60
Seminars/tutorials/workshops	
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: individual and small group work (in class)	30
Total	**90**

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): 24

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

Department / Program Head or Director: Greg St. Hilaire	**Date approved:**	January 4, 2017
Faculty Council approval	**Date approved:**	February 10, 2017
Campus-Wide Consultation (CWC)	**Date of posting:**	
Dean/Associate VP: Susan Brigden	**Date approved:**	
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	

Learning Outcomes

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

1. Utilize algebraic skills in manipulating algebraic expressions
2. Solve polynomial, absolute value, rational, radical, exponential, and logarithmic equations
3. Perform operations on complex numbers
4. Compose various functions
5. Find inverses of invertible functions
6. Recognize, formulate, solve, and interpret a variety of applied problems
7. Solve problems using the language of functions
8. Graph and analyze polynomial, radical, rational, exponential, and logarithmic functions
9. Identify and use the sequence of transformations of a basic function to obtain the graph of a given function
10. Use sigma notation to record and evaluate finite and infinite series
11. Identify and analyse arithmetic and geometric sequences and series
12. Solve combinational problems involving permutations or combinations
13. Expand natural powers of binomials using Binomial Theorem
14. Use technology to enhance understanding of topics represented by graphs

After completion of Math 092 and Math 093, students will meet outcomes identified for Provincial Level – Algebra and Trigonometry in the 2015-2016 Adult Basic Education Articulation Guide available at http://www2.gov.bc.ca/assets/gov/education/post-secondary-education/adult-education/2016-17_abe_guide.pdf (accessed February 2017).

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, online instruction, and problem solving sessions.

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.	Aufman, Barker, Nation	College Algebra and Trigonometry W/ Webassign	☒	Brooks/Cole	2011
2.			☐		

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

Graphing calculator

Typical Evaluation Methods and Weighting

Final exam:	40%	Assignments:	20%	Midterm exam:	30%	Practicum:	%
Quizzes/tests:	10%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

1. Basic algebra skills: rational exponents, factoring, rational expressions, radicals
2. Operations on complex numbers
3. Solving equations: linear, absolute value, quadratic, polynomial, power, radical, rational, exponential, and logarithmic
4. Zeros of polynomials: The Remainder Theorem, The Factor Theorem, and The Fundamental Theorem of Algebra
5. Solving inequalities in two variables: polynomial, absolute value, rational
6. Solving formulas for a given variable
7. Solving variety of application problems, including variation, optimization, and growth and decay problems
8. Functions, their properties and graphs: linear, quadratic, polynomial, rational, exponential, logarithmic
9. Transformations of graphs
10. Algebra of functions including composition (with emphasis on function notation)
11. Regression models that best fit the given data (optional)
12. Inverse Functions
13. Properties of logarithms
14. Arithmetic and geometric sequences and series
15. Summation Notation
16. Permutations and Combinations
17. Binomial Theorem
18. Using a graphing calculator to analyse graphs by finding their zeros, maximum, minimum, intercepts, asymptotes, end-behaviour, etc,

Memo for New Course

To: Dr. Sue Brigden, Dean, Faculty of Access and Continuing Education

CC: Tracy Morrison

From: Anna Kuczynska, UUP Department Math Working Group

Date: Jan. 28, 2017

Subject: Proposal for new course MATH 093 – Trigonometry and Conics

1. Rationale for new course:

The UUP Math Working group has identified a need to re-envision the 09-level mathematics course stream that UUP offers to better meet the demands of programs at UFV and to offer more flexible pathways for students. The suggested course of action is to offer two new mathematics courses, referred to as Math 092 and Math 093, as alternatives to Math 094 and Math 095.

The current options for students wanting to complete their grade 12 pre-calculus requirements are:

- Math 096, which is 3 credits and 90 hours, or
- both Math 094 and Math 095, which are 4 credits and 60 hours each.

This means that with the current options, students are completing the same content in either 3 credits and 60 hours, or 8 credits and 120 hours. The inconsistency here is a burden for students, and requires a change to the course structure. The proposed structure will replace the Math 094 and Math 095 courses with Math 092 and Math 093. Math 092 will be 3 credits and 90 hours, and Math 093 will be 1.5 credits and 45 hours. Together, they will still deliver the same content as Math 094 and Math 095, or as Math 096. However, the benefits will be that:

- students can proceed to certain program areas after only completing Math 092
- more appropriate credit values are attached
- students have a slower-paced option for completing grade 12 pre-calculus requirements through Math 092 and Math 093 as an alternative route to completing Math 096

This memo is for the proposal of Math 093. Math 093 will be 1.5 credits and 45 hours, as all other half-section UUP courses. Math 093 will include the trigonometry component of Math 095, the sine and cosine laws, and conics. This will allow students who have completed Math 092 to proceed with completing their full grade 12 pre-calculus prerequisites that are necessary for science related programs.

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

Math 093 will act just as Math 095 did as a complementary course to Math 092. Math 092 together with Math 093 will fulfill grade 12 pre-calculus requirements essential to science programs.

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

The course learning outcomes align with all of the UUP Math Learning Outcomes, as well as most of the Institutional 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?

Yes. Any programs that required Math 094 and Math 095 will need to be notified that Math 092 and Math 093 will together cover the same outcomes as did Math 094 and Math 095. These will allow for direct replacement of prerequisites. Program areas such as Mathematics and Statistics, Business, and Computer Information Systems will need to be consulted about updating their prerequisites so that Math 092 and Math 093 count as Math 094 and Math 095 did.

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

The Mathematics and Statistics department has been consulted. They are pleased with the change and look forward to having this option available to students. They will alter their prerequisites accordingly, which will inform related departments (such as BUS and CIS) of how to appropriately update their prerequisites.

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

N/A

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

Teaching practices that are in line with Indigenous values and practices will be implemented, and Indigenous examples within content will be used where appropriate.

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 – Credit value will be standard for a half section course in the department, but will be less than the credit value of the course that is being replaced. The decreased revenue will be balanced by smaller costs due to less hours of delivery. Overall, the impact on the budget should not be substantial.
    b. Class size limit – N/A
    c. Frequency of offering – Similar as course being replaced, and dependent on student demand
    d. Resources required (labs, equipment) – N/A
10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? N/A
11. Estimate of the typical costs for this course, including textbooks and other materials: As per UFV "Fees Per Credit 2016-17", the course will cost $201.93, textbooks and other materials may cost between $150 and $300. The same textbook is used for Math 092, Math 093, and Math 096.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE:

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

Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: MATH 093	**Number of Credits:** 1.5 Course credit policy (105)
Course Full Title: Trigonometry and Conics **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Access and Continuing Education	**Department (or program if no department):** Upgrading and University Preparation

Calendar Description:

Supplements MATH 092 to provide students with pre-calculus 12 requirements. Content includes trigonometric and inverse trigonometric expressions, equations, and functions, as well as conics, and systems of nonlinear equations.

Prerequisites (or NONE):	One of the following: (MATH 092 or MATH 094 or MATH 096 or MATH 140), (one of Principles of Math 12 or Pre-calculus 12), or Upgrading and University Preparation assessment.
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

Equivalent Courses (cannot be taken for additional credit)

Former course code/number: **NONE**

Cross-listed with: **NONE**

Equivalent course(s): **NONE**

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**.

Total Hours: 45

Typical structure of instructional hours:

Lecture hours	30
Seminars/tutorials/workshops	
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: individual and small group work (in class)	15
Total	**45**

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): 24

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

Department / Program Head or Director: Greg St. Hilaire	**Date approved:** January 4, 2017
Faculty Council approval	**Date approved:** February 10, 2017
Campus-Wide Consultation (CWC)	**Date of posting:**
Dean/Associate VP: Susan Brigden	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

1. Use trigonometric concepts to solve applied problems
2. Use radian measures
3. Solve trigonometric equations
4. Graph circular functions and their inverses
5. Recognize, analyse, and graph conic equations
6. Solve nonlinear systems of equations
7. Use technology to enhance understanding of MATH 093 topics

After completion of Math 092 and Math 093, students will meet outcomes identified for Provincial Level – Algebra and Trigonometry in the 2015-2016 Adult Basic Education Articulation Guide available at http://www2.gov.bc.ca/assets/gov/education/post-secondary-education/adult-education/2016-17_abe_guide.pdf (accessed February 2017).

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, online instruction, and problem solving sessions.

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.	Aufman, Barker, Nation	College Algebra and Trigonometry W/ Webassign	☒	Brooks/Cole	2011
2.			☐		
3.			☐		
4.			☐		
5.			☐		

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

Graphing calculator

Typical Evaluation Methods and Weighting

Final exam:	40%	Assignments:	20%	Midterm exam:	30%	Practicum:	%
Quizzes/tests:	10%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

1. Radian measure
2. Solving applied problems involving angular speed
3. Solving applied problems involving the Law of Sines and Cosines (optional)
4. Properties and graphs of trigonometric functions
5. Graphing techniques (transformations of graphs)
6. Verifying trigonometric identities (sum, difference, double-, half-angle identities)
7. Properties and graphs of inverse trigonometric functions
8. Solving trigonometric equations
9. Properties and graphs of conic equations (circle, ellipse, parabola, hyperbola)
10. Solving nonlinear systems of equations

Standing Committees of Senate Rules for the Conduct of Business

The business of the Senate standing committees shall ~~be conducted by informal discussion~~follow the same rules of conduct as approved in the Senate bylaws and meetings will be conducted according to Robert's Rules of Order, except as otherwise stated below.

1. Procedures

1.1. Decisions made by standing committees will be made by motions which are voted upon and recorded in the minutes. Motions will be decided by in-person votes at a meeting or by email only in the circumstances identified in Section 2.2. In-person meetings may include teleconferencing or videoconferencing, at the discretion of the chair. Minutes of the meetings shall be provided to Senate for information.

~~Quorum for decisions and motions is a minimum of fifty (50) per cent of voting membership.~~

Commented [LM1]: Redundant as quorum is addressed in the Senate bylaws

1.2. The chairs of standing committees in which the chair is nominated by the committee and approved by Senate will be no longer than one year and will end on July 31.

1.3. Chairs of standing committees may speak at Senate on items from standing committees to Senate.

1.4. Chairs of standing committees with membership on other standing committees of Senate by virtue of their chairmanship, who wish to appoint a designate, shall notify the Chair of the host committee in advance.

1.5. Standing committees will elect a vice-chair annually from its membership who will chair meetings in the absence of the chair and in the event that the chair wishes to be an active participant in discussions. If the chair or vice-chair is absent from a meeting, the committee may appoint an acting vice-chair for that meeting.

~~1.6. Meetings of Senate standing committees may be subject to audio recording but only if in compliance with the following provisions:~~

Commented [LM2]: Redundant as audio recording is addressed in the Senate bylaws

~~1.6.1. Anyone creating an audio recording of a meeting must identify his or her intentions to do so at the start of the meeting to the chair of the meeting.~~

~~1.6.2. In-camera portions of the meeting may not be recorded.~~

~~1.6.3. The meeting may resolve by a majority vote to prohibit recording of an agenda item.~~

~~1.6.4. Only approved minutes of such meetings shall constitute the official record of such proceedings.~~

~~1.7.~~1.6. ~~Meetings of Senate standing committees may not be video recorded unless specifically approved by a majority resolution at the meeting.~~

2. Voting

2.1. Resolutions proposed at standing committees may be approved by a majority vote of the voting members present and voting. The committee chair may vote.

2.2. Voting on resolutions may be conducted by e-mail and approved if the number of voters attains the quorum requirement of the standing committee and if the resolution is approved by a vote of 75% or greater but only under the following circumstances:

a. Where the standing committee has discussed the subject matter of the resolution and requires further alteration or refinement of the motion and resolves that the final resolution may be approved prior to the next scheduled meeting by way of an e-mail vote; OR

b. Where the chair and vice chair of the standing committee unanimously agree that exceptional and extenuating circumstances exist that require an approved resolution prior to the next scheduled meeting because of urgency, then an e-mail vote may be conducted under the following additional provisions:

i. The rationale for the e-mail vote and its urgency must be communicated to members of the standing committee;

ii. Two business days must be set aside for reply-all e-mail comments and questions from standing committee members before e-mail voting may be conducted and then at least three days set aside for voting.

2.3. All results of e-mail voting must be reported to the next meeting of the standing committee and entered into the minutes.

3. Meeting Schedule

3.1. The following standing committees will meet monthly, unless cancelled by the chair, with a minimum of three meetings per year. If needed, the chair may call a meeting with at least seven days' notice.

- Academic Planning and Priorities Committee
- Senate Governance Committee
- Undergraduate Education Committee

3.2. The following standing committees will meet as required, as determined by the committee, with a minimum of three meetings per year. If needed, the chair may call a meeting with at least seven days' notice.

- Senate Awards and Honours Committee
- Senate Committee for Student Appeals
- Senate Budget Committee
- Faculty Standards Committee of Senate
- Senate Graduate Studies Committee
- Indigenization Committee of Senate
- Senate Research Committee
- –Senate Teaching and Learning Committee

4. Terms of office

4.1. The terms of the Senate members on the Senate standing committees shall be the balance of the members' terms on Senate, renewable for additional terms, subject to being re-elected to Senate, except in the case of students, whose terms shall be a maximum of three years, subject to being re-elected to Senate.

4.2. Non-Senate members on the standing committees shall have two-year terms. This does not apply to ex-officio members. Membership for non-members of Senate on the standing committees may be renewed for additional terms.

~~4.2.~~4.3. To allow for some continuity on Senate standing committees when all faculty terms are ending at once, the Secretariat shall approach faculty members to ask some if they wish to extend their term by one year, after consultation with the committee chair.

5. Attendance

5.1. Regular attendance is expected of all members of the Senate standing committees.

5.2. Any member of a standing committee who misses two consecutive meetings per year, without prior arrangement with the chair, shall receive written notice from the chair. Any member of a standing committee who misses three consecutive regular meetings per year, without prior arrangement with the Chair, and who has received written notice, shall have his/her membership on the standing committee reviewed by the Senate Governance Committee.

6. Amendments to the terms of reference

6.1. Changes to the standing committees' terms of reference and rules for the conduct of business may be submitted, as required, to the Senate Governance Committee for review and, if appropriate, recommended to Senate for approval. The Senate Governance Committee will conduct a formal review of standing committees' terms of reference and membership composition at least every three years and any recommendations for changes be brought to Senate for approval.

SENATE BYLAWS

PURPOSE/PHILOSOPHY

Pursuant to the *University Act*, the Senate of the University of the Fraser Valley ("UFV") shall conduct its business according to this set of bylaws.

I. Powers and duties of the Senate

As stipulated in section 35.2 of the *University Act*, the Senate exercises the following power and duties:

A. Advisory duties, with final authority given to the Board:

The Board must seek, and the Senate must give, advice on the development of educational policy for the following matters:

1. the mission statement and the educational goals, objectives, strategies, and priorities of UFV;
2. the establishment, revision, or discontinuance of courses and programs at UFV;
3. the preparation and presentation of reports after implementation by UFV without prior review by the Senate of new non-credit courses or programs offered under service contract;
4. the priorities for implementation of new programs and courses leading to certificates, diplomas, or degrees;
5. the establishment or discontinuance of faculties at UFV;
6. the evaluation of programs and educational services;
7. the library and resource centres;
8. the setting of the academic schedule;
9. the qualifications for faculty members;
10. the adjudication procedure for appealable matters of student discipline;
11. the terms for affiliation with other post-secondary bodies;
12. the consultation with community and program advisory groups concerning UFV's educational programs; and
13. other matters specified by the Board.

B. Powers with final authority resting with the Senate:

1. regulate how its meetings and proceedings are conducted, including the quorum necessary to conduct business and how a vice chair, who is to chair meetings in the absence of the president, is elected;
2. set criteria for awarding certificates, diplomas and degrees, including honorary degrees;

3. set curriculum content for courses leading to certificates, diplomas and degrees;
4. set qualifications for admission;
5. set policies concerning examinations and evaluation of student performance;
6. set residency requirements for awarding credentials for courses and programs;
7. set policies concerning student withdrawal from courses, programs, or UFV;
8. set criteria for academic standing, academic standards, and the grading system;
9. set criteria for awards recognizing academic excellence;
10. set policies and procedures for appeals by students on academic matters and establish a final appeal tribunal for these appeals; and
11. set policies on curriculum evaluation for determining whether:
    a. courses or programs, or course credit from another university or body are equivalent to courses, programs, or course credit at UFV; and
    b. courses or programs, or course credit from one part of UFV are equivalent to courses or programs, or course credit in another part of UFV.

II. Composition of the Senate:

A. The composition of the Senate, in accordance with the University Act, is as follows:
1. the chancellor;
2. the president, who is the chair;
3. the academic vice president;
4. the deans of faculties and colleges;
5. the chief librarian;
6. the registrar;
7. two faculty members elected for each faculty by the faculty members of the faculty;
8. four students elected by the students;
9. one alumni member who is not a faculty member appointed by the president on nomination by the Alumni Association;
10. two support staff elected by the support staff; and
11. one non-voting member, if appointed by the board, to serve one year.

B. The registrar is responsible for the keeping of records, conduct of elections, and the performance of duties that the Senate may require. These functions may be delegated to a person designated by the Senate.

III. Terms of Office:

A. The term of office of a member of the Senate, other than a student member, is three years and after that until a successor is appointed or elected.

B. The term of office of a student member elected under II (A) is a one year term and after that until a successor is elected.

C. Members who remain eligible may be elected to further terms.

IV. Elections:

A. Election of members of the Senate will be conducted annually by the registrar.

B. Elections of members to Senate shall be in accordance with the procedures set out in the attached Appendix A: A Procedure for the Conduct of Elections to Senate.

C. Every two years, at the May meeting, Senate will elect a vice-chair from among its elected faculty members. In the event that the chair is unable to chair a meeting, the vice-chair will serve as chair. Senate may consider a one-year term if the vice-chair member's term on Senate precludes the vice-chair from fulfilling the second year of the term.

V. Attendance and responsibilities:

A. Regular attendance is expected of all members of the Senate.

B. An elected or appointed voting member who misses two consecutive regular meetings per year without permission from the chair shall receive written notice from the chair. An elected or appointed voting member who misses three consecutive regular meetings per year without prior arrangement with the chair and who has received written notice will be deemed to have resigned from the Senate

C. Senate members are obligated to prepare adequately for meetings and to participate actively in the decision making at Senate meetings.

D. All members of the Senate are expected to serve on a minimum of two standing committees of the Senate.

E. Members of Senate, in their function as members of this body, do not act as delegates of the constituencies from which they were drawn; rather, as members, all must serve the interest of the University to the best of their ability.

F. All Senate members will comply with the conflict of interest guidelines and fulfil their roles and responsibilities to the highest standard of conduct, as set out in Appendix B: Conflict of Interest and Code of Conduct.

VI. Meeting schedule:

A. The Senate will meet on a regular schedule normally once a month from September to June. The university will make every reasonable effort to ensure that members of the Senate are freed from their normal duties to attend Senate meetings.

B. Extraordinary meetings may be called in the months of July and August with seven days' notice by the chair, upon unanimous determination by a committee comprised of the chair, the vice chair, and provost that an extraordinary meeting is required to deal with an emergency or extremely time sensitive matter(s).

C. Meetings may be cancelled by the chair upon unanimous determination by a committee comprised of the chair, the vice chair, and provost.

D. As a rule, agenda items will be submitted to the secretary at least seven days prior to the meeting.

VII. Procedure for meetings:

A. Senate meetings will be conducted according to Robert's Rules of Order, except as otherwise stated in these bylaws.

B. Members will receive the agenda, the materials for discussion, and reports in advance of the meeting. Any member of the Senate or constituency of the University may bring an agenda item in writing to the Chair for consideration. Items not received in advance will be placed on the agenda only by a majority vote of all voting members present and voting.

C. All Senate in camera agendas, including all attachments, minutes, and subsequent discussions will remain confidential unless Senate resolves otherwise.

D. For ordinary meetings, a quorum is defined as fifty percent of the voting members of the Senate present at the time of the adoption of the agenda. Once quorum is declared it continues. However, the meeting agenda cannot be amended after the start of the meeting unless fifty percent of the voting members are still present. In the absence of quorum, a fixed date and time to which to adjourn the meeting shall be determined by the chair. Any business conducted at a meeting where there is no quorum present will be considered as unofficial and subject to ratification at the next meeting held where a quorum is present.

   For extraordinary meetings, quorum requirements will be nine at all times, with a minimum of five elected members.

E. Meetings are open to members of the university community, though only members of the Senate will be entitled to vote. The Senate will, when appropriate, invite guests and resource persons to meetings. The chairs of the standing committees of Senate may speak on items presented at Senate from standing committees. Non-voting members of Senate may introduce motions but will not be entitled to vote.

F. Voting will normally take place with a show of hands. However, upon request of a member of the Senate, a vote will be taken by secret ballot.

G. On votes on formal motions, all voting Senate members are required to vote either in favour, opposed, or abstaining. All formal motions shall be adopted by a majority vote of all voting members present and voting, unless required otherwise.

H. As a rule, all proceedings of the Senate will be open; however, the chair shall have the right to declare a meeting or portion of a meeting “in camera” and close the meeting to the public.

I. In the event that either the chair or vice-chair of Senate is absent, the Provost shall act as vice-chair of that meeting. In the event of the absence of both the chair and vice-chair of Senate or in the absence of either the chair or vice-chair and the Provost, the vice-chair of the Senate Governance Committee shall act as the vice-chair of that meeting.

J. Meetings of Senate and its standing committees may be subject to audio recording but only if in compliance with the following provisions:

1. Anyone creating an audio recording of a meeting must identify his or her intentions to do so at the start of the meeting to the chair of the meeting.
2. In-camera portions of the meeting may not be recorded.
3. The meeting may resolve by a majority vote to prohibit recording of an agenda item.
4. Only approved minutes of such meeting shall constitute the official record of such proceedings.

K. Meetings of Senate and its standing committees may not be video recorded unless specifically approved by a majority resolution at the meeting.

L. The minutes shall be the official record of Senate. Minutes of public and in-camera meetings shall be a record of decisions made and actions authorized by Senate. Minutes shall generally exclude discussion summaries and verbatim minutes should be avoided.

M. The name of the movers and seconders shall be recorded in the minutes. The names of those voting for or against any motions shall not be recorded in the minutes. Members who vote against or abstain from any motion may request to have their names recorded in the minutes.

N. In-camera meetings assume that all members are bound by a duty of confidentiality and all information presented or discussed will be treated with confidentiality and care, except when information is clearly within the public domain.

VIII. Consultation with constituents:

A. Members of the Senate will make regular reports to constituents on Senate matters.

B. The registrar will publish the minutes of Senate meetings in a public place.

IX. Standing committees:

A. Standing committees will operate under terms of reference and in adherence to policies and procedures set by Senate. Other standing committees will be formed as necessary.

B. The Senate will strike ad hoc committees as necessary. All such committees will include at least one Senate member.

C. The Senate Governance Committee will recommend to Senate rules for the conduct of business for the other committees of Senate.

X. Amendments to the Bylaws

These bylaws may be amended at any regular meeting of Senate by a two-thirds vote, provided that the amendment has been submitted in writing at the previous regular meeting.

Appendix A: A Procedure for the Conduct of Elections to the Senate

These procedures have been developed to meet the requirements for elections as set forth in the University Act of the Legislative Assembly of British Columbia.

1. DEFINITIONS

The following definitions have been drawn from the Act and applied to the University of the Fraser Valley (UFV).

1. "Faculty member" means an employee of UFV who works as an instructor, lecturer, assistant professor, associate professor, professor, or in an equivalent position designated by the Senate.
2. "Support staff" means an employee of UFV who is not (a) an officer of the university, or (b) a faculty member.
3. "Student" means a person who is presently enrolled at UFV in a credit course or who is designated by resolution of the Senate as a student.
4. “Officer of the University” is the president, a vice-president, an associate vice-president, a dean, an associate dean, an executive director, an associate director, a director (excluding directors of schools within a faculty who are voting faculty members), university secretary, and the registrar.
5. “Employee of UFV” refers to a person who has a permanent or continuing employment contract with UFV.

2. TERMS OF OFFICE

2.1. Positions

2.1.1. The following positions are elected to the Senate:

a. two faculty members for each faculty elected by faculty members of the faculty;

b. four students elected by students; and

c. two support staff elected by the support staff.

2.2. Terms of Office

The terms of office are three years for faculty and support staff and one year for students, and after that until a successor is elected.

Terms begin August first.

2.3. Persons Not Eligible

The following persons are not eligible to be or to remain members of Senate:

- A person who holds full-time positions at more than one university and is a member of the Board or Senate at one university, cannot serve on Senate at another.
- A member of Senate who ceases to be eligible during his or her term of office immediately ceases to be a member of Senate.

2.4. Vacancies

The Secretary of Senate must enter a declaration of the vacancy in the minutes of Senate as appropriate. This is conclusive evidence of the vacancy. (Attendance requirements for the Senate are specified in the Senate Bylaws.)

The registrar will conduct by-elections in a timely manner. If three or fewer months are remaining in the term of office, the position will remain vacant until the regular annual elections take place.

A person elected to fill a vacancy holds office for the remainder of the term for which the person's predecessor was elected.

3. ELECTION PROCEDURES

The elections will be conducted by the registrar.

3.1. Nominations

1. A notice of the regular annual election and call for nominations shall be made at a Senate meeting in January. When a vacancy is identified the notice of the by-election and call for nominations shall be made at the same Senate meeting if appropriate. Nominations will be open for three weeks.

   If no candidates are nominated during the nomination period, the call will remain indefinitely extended until a nomination is filed.

2. Candidates must be nominated to a position by five persons entitled to vote in the election. These nominators must be members of the group associated with the position. Candidates may not accept a nomination for more than one position.

   Candidates must be members of the group which elects them. They must sign the nomination indicating a willingness to stand for the position and agreement to serve the term.

3. The registrar will request that each candidate provide the following information:

   a. the candidate's degrees and the dates of them;

   b. the candidate's occupation;

   c. offices held by the candidate at a university or in any other organization;

   d. the candidate's other professional or business interests; and

   e. the candidate's publications.

   Each candidate may also provide a statement of up to 150 words on the candidate's views on matters rightfully falling under the jurisdiction of the Senate.

   This information and the statement will be printed with the list of candidates and voting instructions. These will be posted no later than the week following nominations.

   If only as many candidates are nominated for Senate as are required to be elected, the candidates are declared to have been elected.

3.2. Election Registers or Voters' Lists

1. Faculty and Staff

The registrar will, upon a call for nominations, prepare an election register or voters' list, which is an alphabetical list of the names and UFV addresses of the faculty and staff who are entitled to vote at an election.

The election register will be open for inspection at all reasonable hours by all members entitled to vote.

2. Students

   The registrar will also keep an alphabetical list of the names of all students, including those who are members of the Student Union Society. This list will be brought up to date at the call for nominations and just before voting begins.

3. Voters for a representative of an area must be members of that area.
4. Only those persons whose names appear in the election registers are entitled to vote at an election.

3.3. Voting

1. The voting will be held at least four weeks after the close of nominations.
2. Candidates may conduct an election campaign until the voting begins. The candidates are responsible for removing all posters and campaign material within sight of any designated polling station prior to the start of voting.
3. Balloting will take place over at least a three day, but preferably a four day, period. The registrar will determine an appropriate method for voting that maintains the confidentiality of the process but allows a maximum amount of voter participation.

3.4. Results

1. The registrar must report the results of the election to Senate at the first meeting following the election.
2. The candidate with the highest number of votes will be declared the winner.
3. If there is a tie vote between two or more candidates for an office, the Senate must cast the deciding vote.

4. APPEALS

1. Any appeal of the contents or classifications in the voters' lists should be made to the registrar at least two weeks before voting begins.
2. Any appeal of the conduct of the election shall first be made to the registrar. If the matter is not resolved, then it may be referred to the Senate Elections Appeal Committee.
3. The Senate Elections Appeal Committee shall consist of four members of the Senate who shall consider any appeals of the conduct of elections. The decision of this committee will be final.

5. CHANGES TO THE PROCEDURES

The registrar will review the procedures after each election and make recommendations for changes to the Senate.

Appendix B: Conflict of Interest and Code of Conduct

A. Conflict of Interest

Conflict of interest may include but is not limited to the following situations:

- the member stands to benefit or be harmed financially
- the member has family or close friends who stand to benefit or be harmed
- the career or reputation of the member could be advanced or retarded

A member is not in conflict of interest merely by virtue of prior knowledge of the issue or the person about whom a decision is being made or because of common professional or social relations with a person affected by the decision.

In general, voting on matters which affect a broad group by a member of that group is not considered a conflict of interest. For example, student members may vote on issues such as grade appeals policies and faculty members may vote on issues such as programs offered by their particular divisions.

B. Code of Conduct

The effective governance of the University is contingent on Senate members fulfilling their roles and responsibilities to the highest standards of conduct and commitment to the following:

1. A Duty of Integrity – to act honestly and in good faith.
2. A Duty of Loyalty – to give his or her loyalty to the university when acting on behalf of the Senate.
3. A Duty of Care – to act in a prudent and diligent manner, keeping himself or herself informed as to the policies, business, and affairs of the university.
4. A Duty of Confidentiality – notwithstanding the need of members to make an informed decision on an issue before the Senate by obtaining input from internal and external communities, members are to ensure that information which is normally considered confidential remains so.
5. A Duty of Skill – to use one's level of knowledge and one's expertise effectively in dealing with the affairs of the university.

Senate Bylaws: approved at Senate 2012 08 22
Revisions to IV. D. and IX.: approved at Senate 2013 06 21
Addition of vice-chair positions in VII.: approved at Senate 2014 12 05
Addition of audio recording guidelines in VII. I. and J.: approved at Senate 2015 12 11
Revisions to IV. and addition of Appendix A.: approved at Senate 2016 02 12
Revisions to IV (vice-chair of Senate be a faculty member) and addition of V. E.: approved at Senate 2016 03 11

Excerpt
from the
Minutes of the
Regular Meeting, In-Camera Session
of the
University of the Fraser Valley
Board of Governors

March 2, 2017

RESOLUTION NO. 018/17

RESOLVED

THAT the UFV Board of Governors approve the discontinuance of the Adventure Tourism Training certificate in the Faculty of Health Sciences.

R. Snow/M. Mehra **CARRIED**