



UNDERGRADUATE EDUCATION COMMITTEE (UEC)
June 16, 2017 - 10:00 AM
A225

AGENDA

~~~~~

Page

**1. APPROVAL OF THE AGENDA**

**1.1.**

**2. APPROVAL OF UEC MINUTES**

4 - 6      **2.1.** UEC draft minutes: May 19, 2017

MOTION: To approve the draft minutes as presented.

**3. COURSES AND PROGRAMS**

7 - 14      **3.1. Business: Course outlines**  
Review with changes including prerequisites: BUS 202, 204

MOTION: To approve the BUS course outlines as presented.

15 -      **3.2. Philosophy: Course outlines**  
18      Review with changes including title and prerequisites: PHIL 364

MOTION: To approve the PHIL 364 course outline as presented.

19 -      **3.3. Social Work and Human Services: Course outlines**  
22      Review with changes including title, prerequisites, and discontinuation of cross-  
listing with CYC 496: SOWK 496

MOTION: To approve the SOWK 496 course outline as presented.

23 -      **3.4. Visual Arts: Course outlines**  
30      Change to prerequisites: VA 321  
Changes including prerequisites: VA 331

MOTION: To approve the VA course outlines as presented.

31 -      **3.5. English: Course outlines**

Page  
38

Review with changes including title and prerequisites: ENGL 364, 366

MOTION: To approve the ENGL course outlines as presented.

39 -  
43

**3.6. English: Program changes**

Change to program requirements:

- English Honours
- English Honours, Creative Writing
- English major, English Literature
- English major, Creative Writing concentration
- English major, Drama concentration
- English major, Writing and Rhetoric concentration
- English extended minor
- English minor
- Creative Writing extended minor
- Creative Writing minor

MOTION: To approve the addition of ENGL 298 to the English programs as presented, effective January 2018.

44 -  
47

**3.7. Physics: Course outlines**

New course: PHYS 308, Special Topics in Physics

MOTION: To approve the PHYS 308 course outline as presented.

48 -  
54

**3.8. Physics: Program changes**

Change to program requirements: Physics major

Change to program requirements: Physics minor

MOTION: To approve the changes to the Physics major and minor as presented, effective January 2018.

55 -  
59

**3.9. History: Program changes**

New program: History Honours

MOTION: To recommend approval of the new History Honours as presented.

60 -  
63

**3.10. History: Course outlines**

New course: HIST 491, Honours Directed Research

MOTION: To approve the new HIST 491 course outline as presented.

64 -  
83

**3.11. Media Arts: Program changes**

Changes to entrance and program requirements: Bachelor of Media Arts

MOTION: To recommend approval of the changes to the Bachelor of Media Arts as presented, effective January 2018.

**4. OTHER BUSINESS/DISCUSSION ITEMS**

Page

- 4.1. UEC retreat
- 4.2. Admissions Subcommittee report
- 4.3. Transfer Credit Subcommittee report
- 4.4. Policy Subcommittee report
- 4.5. Senate report

**5. INFORMATION ITEMS**

- 5.1. **Minor course changes** (outlines will be available at [www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines))
  - BIO 105, 385, 390
  - BUS 261
  - MATH 152/ENGR152
  - MATH 440

84 -  
86

- 5.2. **UEC meeting dates and committee membership for 2017/18**

87 -  
89

- 5.3. **Discontinuance:** Medical Imaging Clinical Support Worker certificate  
**Discontinuance:** Parts and Warehousing certificate  
**Discontinuance:** Pharmacy Technician certificate

90 -  
178

- 5.4. **Trades**
  - Harmonization: Automotive Service Technician
  - Harmonization: Carpentry

**6. ADJOURNMENT**



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

May 19, 2017  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

---

**PRESENT:** Donna Alary, Adrianna Bakos, Maria Bos-Chan, Sue Brigden, Rhonda Colwell, Heather Compeau, Peter Geller, Nancy Goad, Ceilidh Hart, David Johnston, Bruce Kirkley, Emilio Landolfi, Elaine Newman, Samantha Patridge, Teresa Piper, Eric Spalding, Ben Vanderlei, Simon Xi  
**ABSENT:** Jared De Bruin, Vlad Dvoracek, John English, Shirley Hardman, David McGuire, Kirsten Robertson, Mary Saudelli, Arashpreet Tamber  
**GUESTS:** Curtis Magnuson, Frank Ulbrich  
**RECORDER:** Amanda Grimson

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

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

##### **2.1. UEC draft minutes: April 21, 2017**

**MOTION:**

To approve draft minutes as presented.  
CARRIED

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

##### **3.1. Business**

Review with changes including prerequisites: BUS 345, BUS 350

**MOTION:**

To approve the BUS course outlines as presented.  
CARRIED

##### **3.2. Library and Information Technology**

Discontinuation: LIBT 310

**MOTION:**

To approve the discontinuation of LIBT 310 as presented.  
CARRIED

##### **3.3. Visual Arts**

Review with changes including prerequisites: AH 313

Change to prerequisites: VA 321

VA 321 will be postponed, as there were questions about the prerequisites and a department representative was not able to attend the meeting.

UEC Draft Minutes  
19 May 2017

---

**MOTION:**

To approve the AH 313 course outline as presented.

CARRIED

**3.4. History**

Review with changes including prerequisites: HIST 313, 315, 318, 320, 397, 401, 418, 419, 420, 425, 440

The typical evaluation weighting for HIST 318 and 401 include larger than normal values for participation (15% and 20%, respectively). This can be a concern, as non-academic aspects (gender, culture, etc.) can affect participation. A. Bakos (History department representative) noted that HIST 401 is in the field, and it is difficult for the instructor to evaluate on-site involvement; participation would be informed by the historian that is supervising the students' work. The department may want to consider whether this course should be changed to a credit/no credit evaluation.

**MOTION:**

To approve the HIST 313, 315, 318, 320, 397, 401, 418, 419, 420, 425, and 440 course outlines as amended:

- All applicable learning outcomes: "~~identify and a~~Analyze"
- HIST 320 learning outcome #4: "~~Communicate an understanding of~~  
**Discuss**"

Review with changes including prerequisites and course number: HIST 400 (formerly HIST 300)

The department had initially requested that the changes to HIST 400 be implemented for September 2017, but as the proposed History Honours has not yet been approved, A. Bakos indicated that January 2018 would be acceptable.

There was also a discussion about the lack of an institutional definition of "practicum". This is a topic that requires further discussion.

**MOTION:**

To approve the HIST 400 (formerly HIST 300) course outline as amended, effective January 2018:

- Learning outcome #1: "~~identify and a~~Analyze"

CARRIED; ABSTENTION: 2

**3.5. Social Work and Human Services**

Review with changes including title, prerequisites, and equivalent courses: SOWK 283

**MOTION:**

To approve the SOWK 283 course outline as presented.

CARRIED

**4. PROGRAMS****5. OTHER BUSINESS/DISCUSSION ITEMS**

UEC Draft Minutes  
19 May 2017

---

**5.1. Senate report**

Changes to the Engineering Transfer program entrance requirements were approved by Senate, and UEC's annual report was accepted.

**5.2. UEC Chair for 2017/18**

T. Piper nominated E. Spalding to continue in the position of UEC Chair for the 2017/18 academic year. As there were no other nominations, E. Spalding was acclaimed as Chair.

**6. INFORMATION ITEMS**

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

BUS 320, 343, 346, 347

HIST 103, 301, 314, 321, 327, 331, 358, 464, 465

**6.2. Suspension continued:** Hospitality Event Management Post-baccalaureate certificate

**6.3. Department name change:** English as a Second Language (ESL) changed to English Language Studies (ELS)

**6.4. UEC membership for 2017/18**

**7. ADJOURNMENT**

The meeting was adjourned at 11:21 am.

**Memo for Course Changes**

To: Chair of the Undergraduate Education Committee (UEC)

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

Date: March 28, 2017

**Subject: Proposal for revision of BUS 202: Contemporary Management**

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

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

2. Rationale for change:

School of Business and area of Management periodically review the course outlines offered in the area. As a result of these reviews the learning outcomes were updated. In addition, the new guidelines set at the School of Business have been followed, with regards to linking the course learning outcomes with course modules/units and evaluation methods suggested in the course content and topics section.

Add reason for BUS 100 as pre-req BUS 100 was added as pre-requisite since students should understand the management function in the context of the entire business operations. As BUS 100 is a survey course covers all areas of business, it is a pre-requisite for all Business courses at the 2<sup>nd</sup> year level.

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

The learning outcomes of the course are revised to be in line with the School of Business strategic goals and all the program outlines developed by the school. Comments of the Curriculum Committee of the SofB has been taken into consideration to reflect this alignment. Moreover, the course outline is developed to be in line with the institutional learning outcomes.

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

No.

5. Which program areas have been consulted about the change(s)?  
N/A
6. What consideration has been given to indigenizing the curriculum?  
Where possible the curriculum highlights the importance of Aboriginal issues in in-class assignments, questions and cases.
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?  
There are no field trips required.
10. Estimate of the typical costs for this course, including textbooks and other materials: \$200



ORIGINAL COURSE IMPLEMENTATION DATE: September 2004  
 REVISED COURSE IMPLEMENTATION DATE: January 2018  
 COURSE TO BE REVIEWED: (six years after UEC approval) June 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> BUS 202                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Contemporary Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br><br>Today's managers are required to develop skills in planning, organizing, leading, and controlling. This course focuses on corporate planning and controlling, including defining corporate objectives, planning and controlling processes, decision-making, ethics and social responsibility, as well as applications and problem solving in practical business contexts.                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | None. Note: As of September 2018, prerequisites will change to: BUS 100.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>BUS 102</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                  |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: center;">25</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: center;">20</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: center;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 25 | Seminars/tutorials/workshops | 20 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Maximum enrolment (for information only):</b> 36<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Every semester                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> Dr. Frank Ulbrich                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> April 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> May 5, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of posting:</b> June 2, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> May 5, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> June 16, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

**Learning Outcomes**

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

- LO 1. Define modern management concepts
- LO 2. Illustrate decision-making and problem-solving techniques
- LO 3. Conceptualize organizational structure and management's role in it
- LO 4. Describe concepts and practices related to corporate strategic management processes
- LO 5. Outline concepts relating to ethics and corporate social responsibility
- LO 6. Apply concepts in a team project where students will define and determine corporate objectives and implementation tools

**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, discussions, case studies, group projects, 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. G.R. Jones & J.M. George | Contemporary Management              | <input checked="" type="checkbox"/> | McGraw-Hill |      |
| 2.                          |                                      | <input type="checkbox"/>            |             |      |
| 3.                          |                                      | <input type="checkbox"/>            |             |      |
| 4.                          |                                      | <input type="checkbox"/>            |             |      |
| 5.                          |                                      | <input type="checkbox"/>            |             |      |

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

|                |     |              |     |                      |     |            |      |
|----------------|-----|--------------|-----|----------------------|-----|------------|------|
| Final exam:    | 25% | Assignments: | 15% | Midterm exam:        | 20% | Practicum: | %    |
| Quizzes/tests: |     | Lab work:    | %   | Field experience:    | %   | Shop work: | %    |
| Group Project: | 25% | Other:       |     | Class Participation: | 15% | Total:     | 100% |

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

- Managerial theory
- The strategic management environment
- Decision-making
- Assignment (LO 1 and LO2)

**Module 2**

- Corporate objectives and corporate planning
- Ethics and corporate social responsibility
- Organizational structure
- Group Project (LO 3, LO 5, LO 6)

**Module 3**

- Strategy definition and implementation
- Measurement of performance analytics
- Developing strategic alliances
- Organizational efficiency and value chain analysis
- Midterm (LO 3 and LO 4)
- Final Exam (LO1, LO2, LO3, LO4, LO5)
- Class Participation (LO1, LO2, LO3, LO4, LO5)

**Memo for Course Changes**

To: UEC

From: Dr. Frank Ulbrich, Director and Gerry Palmer, School of Business

Date: March 13, 2017

**Subject: Proposal for revision of BUS 204: Management of Non-profit Organizations**

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. Updating the course title to better reflect course content.
- b. Updating the calendar description to more accurately reflect the content and perspectives of the course.
- c. Updating learning outcomes to more accurately reflect the content and perspectives of the course.
- d. Updating evaluation methods.
- e. Prerequisites: added 15 university-level credits to ensure students have adequate preparation for 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 are 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)?

None (see #4 above).

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

Several of the cases used in the course involve indigenous organizations.

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)

None of these have changed.

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:

Textbook - \$105.00



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2007  
**REVISED COURSE IMPLEMENTATION DATE:** January 2018  
**COURSE TO BE REVIEWED: (six years after UEC approval)** June 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> BUS 204                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Management of Non-Profit Organizations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Non-Profit Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><br>An introduction to management of non-profit organizations, this course will identify the various components in the non-profit world, from social service agencies to First Nations organizations, and explore issues unique to this sector for potential managers, board members, employees, and volunteers.                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | None. Note: As of September 2018, prerequisites will change to: 15 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>N/A</b><br>Cross-listed with: <b>N/A</b><br>Equivalent course(s): <b>N/A</b><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                               |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: right;">45</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 45 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Maximum enrolment (for information only):</b> 36<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Dr. Frank Ulbrich                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> April 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> May 5, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of posting:</b> June 2, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> May 5, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> June 16, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

## Learning Outcomes

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

- LO1. Describe the role of the non-profit sector and its role in the development of communities, including First Nations;
- LO2. Analyze governance and legal issues relevant to the sector;
- LO3. Describe accounting, human resource, and marketing principles that apply to non-profits;
- LO4. Apply knowledge of non-profit issues in a case study and problem solving environment;
- LO5. Identify methods of fundraising, volunteer recruitment and strategic planning;
- LO6. Describe ethical issues in governance, fundraising and public relations;
- LO7. Discuss the value of the sector in the development of the world, Canada, our local community and Canadian Indigenous communities;
- LO8. Perform an analysis and review of a non-profit 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)

Lectures, in-class discussion, case analyses, and projects.

**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. Seel, K                 | Management of Nonprofit and Charitable Organizations in Canada | <input checked="" type="checkbox"/> | LexisNexix Canada |      |
| 2.                         |                                                                | <input type="checkbox"/>            |                   |      |
| 3.                         |                                                                | <input type="checkbox"/>            |                   |      |
| 4.                         |                                                                | <input type="checkbox"/>            |                   |      |
| 5.                         |                                                                | <input type="checkbox"/>            |                   |      |

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

## Typical Evaluation Methods and Weighting

|                              |     |              |     |                   |     |            |    |
|------------------------------|-----|--------------|-----|-------------------|-----|------------|----|
| Final exam:                  | 30% | Assignments: | 20% | Midterm exam:     | 20% | Practicum: | %  |
| Quizzes/tests:               | %   | Lab work:    | %   | Field experience: | %   | Shop work: | %  |
| Other: Team Project write-up | 30% | Other:       | %   | Other:            | %   | Total:     | 0% |

## Details (if necessary):

Team project includes the written analysis and oral report about a chosen non-profit organization.

## Typical Course Content and Topics

- Module 1 – Non-profit governance and the role of non-profits in the world
- Scope of non-profits, including role in First Nations communities
  - Non-profit governance and the role of directors and ethical issues
  - Assignment – LO1, LO2, LO4, LO6, LO7, LO8

- Module 2 – Management of non-profits
- Accounting and finance issues of non-profits
  - Strategic planning
  - Human resource management
  - Marketing, fundraising and volunteer recruitment
  - Assignment – LO3, LO4, LO5, LO6, LO8
  - Midterm Examination (7<sup>th</sup> class) – LO1, LO2, LO3, LO6

- Module 3 – Future of non-profits
- Assignment – LO1, LO2, LO4, LO8

Team Project – LO1, LO2, LO3, LO4, LO5, LO6, LO8

Final Examination – LO1, LO2, LO3, LO5, LO6

**Memo for Course Changes**

To: CWC, CACC, CAC, UEC, Senate

From: Anastasia Anderson, Wayne Henry (Philosophy Department Head)

Date: March 9, 2017

**Subject: Proposal for revision of PHIL 364**

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 shortened in accordance with the general request for shorter calendar descriptions. Learning outcomes have been reworded to more clearly reflect the learning outcomes of the course and program.**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): **There are no substantial changes to the learning outcomes other than how they are worded. The goal of the changes is to clarify the intended outcomes.**

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

5. Which program areas have been consulted about the change(s)? **n/a**

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

**Research assignments, discussion topics, and examples will allow students to explore what it means for the children of indigenous populations to have a right to their culture, a right to an education, and consider different answers to the question of who has the duty of making sure these rights are upheld.**

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?
10. Estimate of the typical costs for this course, including textbooks and other materials: **The cost to students will be textbooks. The textbooks will typically cost no more than \$70.**



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2004  
**REVISED COURSE IMPLEMENTATION DATE:** January 2018  
**COURSE TO BE REVIEWED: (six years after UEC approval)** June 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PHIL 364                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Philosophy of Childhood                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> Philosophy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br><br>What is a child? The child's status challenges theories of rationality, freedom, identity, and responsibility. Covering philosophical theory and practical issues of childhood, this course is important to anyone who works with children, has children, or was once a child.                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: right;">15</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">30</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 15 | Seminars/tutorials/workshops | 30 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Maximum enrolment (for information only):</b> 28<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Every second year                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> Anastasia Anderson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> October 2, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> April 7, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of posting:</b> June 2, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> April 7, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> June 16, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

**PHIL 364**

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

**Page 2 of 2**

**Learning Outcomes**

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

1. Describe different understandings of the concept of childhood as well as the philosophical questions raised by such differences.
2. Identify philosophical issues related to children (eg. philosophical issues that arise from how children are treated in law, education, medicine)
3. Describe some philosophical theories (eg. theories of personal identity, rationality, morality, and politics) as they relate to children.
4. Describe goals of the education of children that have been defended by philosophers.
5. Develop written, critical evaluations of different philosophical theories of children's rights, parental duties, parental rights and limitations on those rights.
6. Present personal reflections and reactions to the philosophical questions pursued in the course.
7. Demonstrate skills of philosophical analysis through philosophical writing.
8. Develop a research project on a philosophical issue relating to children.
9. Write a philosophy research 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)**

Seminars, guest speakers, cooperative work, student presentations, visits to local schools, films.

**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. King, P.                | "Thomas Hobbes' Children", The Philosopher's Child                                                                                                               | <input type="checkbox"/> | University of Rochester Press | 1998 |
| 2. Young-Bruehl, E.        | "Chapter 1: Anatomy of a Prejudice", Childism: Confronting Prejudice Against Children                                                                            | <input type="checkbox"/> | Yale University Press         | 2012 |
| 3. Firestone, S.           | The Dialectic of Sex: The Case for Feminist Revolution                                                                                                           | <input type="checkbox"/> | Bantam                        | 1971 |
| 4. Almond, B.              | "Rights", Companion to Ethics                                                                                                                                    | <input type="checkbox"/> | Blackwell                     | 1993 |
| 5. Farris, M.              | "Nannies with Blue Berets: The UN Convention and the Invasion of National and Family Sovereignty", Child Rights: The Movement, International Law, and Opposition | <input type="checkbox"/> | Purdue University Press       | 2012 |

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

None

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | %   | Assignments: | 70% | Midterm exam:     | 15% | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Presentation:  | 15% | Other:       | %   | Other:            | %   | Total:     | 100% |

**Details (if necessary):**

Assignments may consist of two essays (total 40%) and a research paper (30%).

**Typical Course Content and Topics**

1. Introduction to the course
2. Introduction to moral theory
3. The concept of 'Child' and issues it raises for moral theory
4. Children as an oppressed group
5. Rights and the UN Convention on the Rights of the Child
6. Moral Rights of Children
7. Can bringing a child into existence ever violate the child's rights?
8. Do humans have a right to have children?
9. Who is responsible for meeting the rights of children?
10. The child's right to an open future and the goals of education
11. Criminal children
12. Philosophy for children

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Lisa Moy, BSW Program Chair and Associate Professor

School of Social Work and Human Services

Date: March 10, 2017

**Subject: Proposal for revision of SOWK 496**

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: Discontinuation of cross listing with CYC 496 (CYC 496 has been discontinued)

2. Rationale for change:

CYC 496 has been discontinued and will no longer be cross listed with SOWK 496. Therefore, ownership of this course should be transferred to the School of Social Work and Human Services. In preparation for the next accreditation self-study for the BSW program, calendar descriptions and learning outcomes for BSW courses are being reviewed for consistency, currency, and alignment. Since the last review of SOWK 496 learning outcomes, the theoretical and practice contexts of social work with disability issues has changed significantly. The revised calendar description, learning outcomes, assignments, and text reflect these changes.

The title has been changed to reflect the focus of the course, including the addition of 'social work' within the title.

The calendar description has been updated to more accurately reflect the intent of the course

The learning outcomes have been updated using more accurate learning outcome language

The text has been updated to a recently published social work text (2016). Another primary motivation for choosing this text is the book's section on disability issues and Indigenous peoples.

Assignments have been updated to include more varied evaluation methods.

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 revised to reflect the current contexts for the course and social work profession. These learning outcomes are in keeping with the School's mission statement, BSW program objectives, and Canadian Association for Social Work Education (CASWE) standards.

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)? CYFS and SWHS have consulted with each other about the cross-listing discontinuation.
6. What consideration has been given to indigenizing the curriculum?

The text has been updated to a book that includes a critique of systemic inequities facing Indigenous people with disabilities. Particular policies have an impact on social work practice with Indigenous peoples with disabilities will be explored in more depth (e.g., Jordan's Principle). Students in this course will also study the Truth and Reconciliation Commission's Calls to Action and the ways in which disability has been shaped by racialization and colonialism.

Further, Indigenization is required at the BSW program level, as outlined by CASWE accreditation standards. For example, SOWK 392 (Aboriginal Social Work), SOWK 320 (Anti-Racist social Work), and SOWK 311 (which, as part of the course, examines Indigenous frameworks for practice) are required courses for all BSW students. SOWK 491 (Child Welfare), a required course for BSW students in the Child Welfare specialization, examines the overrepresentation of Indigenous children in care. These are examples of BSW courses that contribute to a decolonizing social work framework.

7. If this course is not eligible for PLAR, explain why: This course is eligible for PLAR.
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value- No change
  - b. Class size limit- No change
  - c. Frequency of offering- No change
  - d. Resources required (labs, equipment)- No change
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? There are no field trips for this course.
10. Estimate of the typical costs for this course, including textbooks and other materials: The required textbook for this course is \$30.



**ORIGINAL COURSE IMPLEMENTATION DATE:** April 1997  
**REVISED COURSE IMPLEMENTATION DATE:** January 2018  
**COURSE TO BE REVIEWED:** (six years after UEC approval) June 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|----|----------------------|--|--------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> SOWK 496                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Social Work and Critical Approaches to Disability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Crit. Approaches to Disability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department (or program if no department):</b> School of SWHS                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br>Students will critically examine disability theories, policies, and practice models to inform a social work perspective on disability issues. Societal discourses about disability, normalcy, and inclusion/exclusion are explored through an analysis of social justice, ethics, intersectionality, and citizenship.<br><br>Note: Students with credit for CYC 496 cannot take this course for further credit.                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | Admission to Bachelor of Social Work program.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s): <b>CYC 496</b><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                               |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: right;">35</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td style="text-align: right;">10</td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 35 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities | 10 | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 35        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Maximum enrolment (for information only):</b> 36<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> Margaret Coombes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b> April 21, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> May 5, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of posting:</b> June 2, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Tracy Ryder-Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> May 5, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> June 16, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

**SOWK 496**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**Learning Outcomes**

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

1. Critically reflect on personal and societal assumptions about disability.
2. Examine language and discourses about disability.
3. Develop a framework for social work practice with people with disabilities that is congruent with the values and ethics of the social work profession.
4. Critique interdisciplinary roles, practices and services used by people with disabilities and their families/caregivers throughout the lifespan.
5. Analyze the intersectionality of ability/disability with diverse social locations, including Indigeneity, race, gender, sexuality, and class.
6. Critique conceptual models of disability and theories of oppression and social justice.

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

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

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

Guest speakers, presentations, assignments, final exams.

**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. | Robertson, Jeanette and Larson, Grant | Disability and social change: A progressive Canadian approach                                                                     | <input checked="" type="checkbox"/> | Fernwood  | 2016 |
| 2. |                                       | Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada | <input type="checkbox"/>            |           |      |
| 3. |                                       | BCCSW Code of Ethics and Standards of Practice                                                                                    | <input type="checkbox"/>            |           |      |
| 4. |                                       |                                                                                                                                   | <input type="checkbox"/>            |           |      |
| 5. |                                       |                                                                                                                                   | <input type="checkbox"/>            |           |      |

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

|                                    |     |                                                          |     |            |      |
|------------------------------------|-----|----------------------------------------------------------|-----|------------|------|
| Final exam:                        | %   | Assignments:                                             | %   | Practicum: | %    |
| Media Study or Case Study:         | 30% | Seminar Facilitation: Disability and Social Work Praxis: | 20% |            |      |
| Reflexivity and Positioning Paper: | 20% | Learning Reflections:                                    | 30% | Total:     | 100% |

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

Week 1: Introduction: Tensions and debates  
 Week 2: Narratives and reflexivity  
 Week 3: Theoretical foundations: Oppression and social justice  
 Week 4: Historical perspectives: Dominant and critical models  
 Week 5: Disability across the life span  
 Week 6: Disability across the life span (cont'd)  
 Week 7: Disability policy: National and international contexts  
 Week 8: Critical disability perspectives and citizenship  
 Week 9: Disability, representation, and the media  
 Week 10: Disability and intersectionality  
 Week 11: Social work practice: Self-determination and "independence"  
 Week 12: Social work practice: Violence, abuse and marginalization  
 Week 13: Social work practice: Psychiatric disability

**Memo for Course Changes**

To: Alisa Webb, CACC

From: Shelley Stefan, VA department head

Date: February 24, 2017

**Subject: Proposal for revision of VA 321 – Painting and Drawing III**

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. Previous pre-req wording was confusing to students and advisors. This change facilitates student comprehension and advising efficiencies, as well as meeting program goals.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): N/A
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? N/A
6. What consideration has been given to indigenizing the curriculum?
  - a. Students are exposed to Indigenous Artists in slide lectures and discussions and efforts are made to widen the visual arts academic canon. Students are encouraged to explore cultural sensitivities in a diverse range of areas.
7. If this course is not eligible for PLAR, explain why: N/A
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: N/A
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering

d. Resources required (labs, equipment)

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

**CWC comment and response:**

- Increase in prerequisites should be given notice in the calendar, with full implementation in September 2018. (Although the new prereqs now incorporate the prereqs for VA 222 and 224, but there was a concern at Screening that students may have taken VA 222 or 224 with instructor's permission and thus might not have VA 101 or 223. However, any students in that situation could similarly ask for a waiver into VA 321.)

*The previous pre-requisite wording was confusing to both students and faculty. The department has added lower-level options as gateway into this upper-level course feels that the pre-req has not been increased, rather students have more choices.*

*VA faculty are quite diligent in ensuring that students meet all pre-requisites especially for upper-level courses and we do not anticipate any issues.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 1992  
 REVISED COURSE IMPLEMENTATION DATE: January 2018  
 COURSE TO BE REVIEWED: (six years after UEC approval) December 2022  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|----|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> VA 321                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Painting/Drawing III                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br><br>An advanced study of painting and drawing techniques. Students work to produce individual works of art that exhibit formal and conceptual depth, as well as technical proficiency. Students work within thematic parameters on self-directed projects in consultation with the instructor.                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | Two of the following: VA 101, VA 113, VA 221, VA 222, VA 223, or VA 224, with at least one course at the 200-level.                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>FA 321</b><br><br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total Hours: 60</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: center;">10</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: center;">10</td></tr> <tr><td>Laboratory hours</td><td style="text-align: center;">40</td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: center;"><b>60</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 10 | Seminars/tutorials/workshops | 10 | Laboratory hours | 40 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 40        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Maximum enrolment (for information only):</b> 20<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> Shelley Stefan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> February 24, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b> March 10, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of posting:</b> April 7, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date approved:</b> March 10, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> June 16, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

VA 321

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## Learning Outcomes

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

1. Apply advanced competence in using materials and equipment to produce a painting or drawing (paints, brushes, boards, canvas, supports, etc.)
2. Experiment with a wide range of material processes used to produce a painting or drawing
3. Create paintings or drawings using a variety of advanced techniques
4. Exhibit proficiency with the properties of paint and/or drawing media
5. Research necessary strategies to prepare and complete advanced paintings and/or drawings for presentation
6. Communicate essential concepts of painting and drawing, including the formal and conceptual
7. Engage in painting and drawing critiques using a variety of analytical skills
8. Utilize both traditional and contemporary processes of painting or drawing
9. Evaluate the historical and contemporary relevance of painting and drawing
10. Source and use images ethically

## 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, media presentations, in class exercises, independent projects, sketchbook work, demonstrations, readings, discussions, and critiques.

**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. Grosenack & Burkhard    | <i>Art Now</i>                       | <input type="checkbox"/> | Taschen   | 2005 |
| 2. Grosenack               | <i>Art Now Volume 2</i>              | <input type="checkbox"/> | Taschen   | 2008 |
| 3.                         |                                      | <input type="checkbox"/> |           |      |
| 4.                         |                                      | <input type="checkbox"/> |           |      |
| 5.                         |                                      | <input type="checkbox"/> |           |      |

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

NOTE: Supplies vary by Instructor or project and are based on acrylics and water-based media.

Students will be expected to supply all necessary painting and drawing materials and equipment, as determined by the needs of their individual projects. All painting materials will be acrylic, ink, or latex-based (no oils or toxic materials) and the use of all drawing media is allowed and encouraged. Sketchbooks are mandatory.

## Typical Evaluation Methods and Weighting

|                |     |              |     |                   |   |            |      |
|----------------|-----|--------------|-----|-------------------|---|------------|------|
| Final exam:    | %   | Assignments: | 15% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | 75% | Field experience: | % | Shop work: | %    |
| Participation: | 10% | Other:       | %   | Other:            | % | Total:     | 100% |

**Details (if necessary):** Five (5) projects, four (4) cultural logs, and one (1) artist statement are to be completed in the duration of this course. The first four (4) projects are self-directed, yet within certain theme-related parameters outlined by the instructor. The fifth (5th) project is deemed the final project and is to be accompanied by a well-articulated artist statement. The four (4) cultural logs provide the student with an opportunity to bridge between their studio work a relationship to art historical, art theoretical, and culturally relevant ideas and events. This bridge is intended to supplement and strengthen the student's studio activity by increasing levels of self-expressivity and knowledge regarding the contemporary implications the art-making today. Cultural logs are to be typed, double-spaced, and handed in hard copy to the Instructor on their designated due dates.

## Typical Course Content and Topics

Schedules and syllabi vary by Instructor.

Weeks 1-4 – Introduction, course description, policies, supplies, source material, slideshows, independent projects, theme #1

Weeks 5-6 – Slideshow of images, surface preparations, research, discussions, independent projects, theme #2

Weeks 7-8 – Surface preparations, research, written work, independent projects, midterm critiques, theme #3

Weeks 9-10 – Surface preparations, research, written work, independent projects, midterm critiques, theme #4

Weeks 11-13 – Slideshow and discussions, final project preparation, research, painting, essays, critiques, theme #5.

**Memo for Course Changes**

To: Alisa Webb, CACC

From: Shelley Stefan, VA Department Head

Date: March 24, 2017

**Subject: Proposal for revision of VA 331 – Sculpture and Extended Media III**

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. This course was due for a revision. The changes made reflect the interdisciplinary nature of upper level Sculpture and Extended Media courses at UFV, allowing for further breadth of screen based, digital, and new media practices to occur in addition to the traditional 3D practices preserved at upper levels. This change is in line with the intended direction of the Sculpture and Extended Media Visual Arts stream.

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

- a. Learning outcomes have been changed to incorporate Extended Media projects

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?

- a. Students are exposed to Indigenous Artists in slide lectures and discussions and efforts are made to widen the visual arts academic canon. Students are encouraged to explore cultural sensitivities in a diverse range of areas.

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:
  - a. UFV Tuition
  - b. \$100 textbook and supplies



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1999  
**REVISED COURSE IMPLEMENTATION DATE:** January 2018  
**COURSE TO BE REVIEWED:** (six years after UEC approval) September 2021  
**Course outline form version:** 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------|----|------------------|----|------------------------|--|--------------------------------------------|--|----------------------------|--|------------------------------------------------|---|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> VA 331                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Sculpture & Extended Media III                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>Examining theoretical and philosophical frameworks, students explore interdisciplinary and multi-media materials, techniques, and approaches. Students engage as agents of social change, using sculpture and/or expanded media practices to respond to their environment in inventive ways and to further understand inseparable connections between content and context.                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | One of the following: VA 232, VA 261, or VA 272. Students in the Visual Arts major must also have VA 113, VA 115, VA 116, and one of VA 160 or VA 180.                                                                                                                                                                                                                                                                                                                                                                |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>FA 331</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 60</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td></td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: center;">18</td></tr> <tr><td>Laboratory hours</td><td style="text-align: center;">34</td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours: Student Directed Learning</td><td style="text-align: center;">8</td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: center;"><b>60</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | Seminars/tutorials/workshops | 18 | Laboratory hours | 34 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: Student Directed Learning | 8 | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 18        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 34        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours: Student Directed Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 8         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Maximum enrolment (for information only):</b> 17<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> annually                                                                                                                                                                                                                                                                                                                                                     |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Jill Bain                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> March 24, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b> April 7, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of posting:</b> June 2, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> April 7, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> June 16, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

VA 331

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## Learning Outcomes

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

1. Demonstrate theoretical grounding in 3D or extended media art practices.
2. Engage in self-directed technical development in the area of sculptural production or extended media practices
3. Contextualize one's own creative work within historical and contemporary art
4. Document art work for portfolio presentation
5. Engage in sculpture and extended media critiques using a variety of analytical 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)

Within a schedule of studio assignments, instruction is linked to both group needs and support for individual development. Technical demonstrations, lectures, student presentations, class critiques, readings, writing assignments, online resources, field trips. Students will engage in discussion and analysis of their own work, that of classmates, and activity in the broader artistic contexts.

**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. Thompson, Nato                               | <i>Living as Form; Socially Engaged Art from 1991 - 2011</i>           | <input type="checkbox"/> | MIT Press         | 2012 |
| 2. Krauss, Rosalind E.                          | <i>Passages in Modern Sculpture</i>                                    | <input type="checkbox"/> | MIT Press         | 1997 |
| 3. Skoll World Forum on Social Entrepreneurship | <i>Artists as Activists: Using Creative Talent for Social Programs</i> | <input type="checkbox"/> | Conference Series | 2011 |
| 4. O'Rourke, Karen                              | <i>Walking and Mapping: Artists as Cartographers</i>                   | <input type="checkbox"/> | MIT Press         | 2013 |
| 5. Kester, Grant                                | <i>Art, Activism, and Oppositionality: Essays from Afterimage</i>      | <input type="checkbox"/> | Duke Univ Press   | 1998 |

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

To be determined in consultation with instructor.

## Typical Evaluation Methods and Weighting

|                |    |              |     |                   |   |            |      |
|----------------|----|--------------|-----|-------------------|---|------------|------|
| Final exam:    | %  | Assignments: | 90% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | %  | Lab work:    | %   | Field experience: | % | Shop work: | %    |
| Participation: | 5% | Attendance:  | 5%  | Other:            | % | Total:     | 100% |

## Details (if necessary):

## Typical Course Content and Topics

### Week 1-6:

1. Introduce Studio project #1: Sculpture, kinetics, and the human form in socially engaged practices
2. Workshop on progressive documentation of works for portfolio: image, text, sound, video
3. Reading assignment: 'Mechanical Ballet' from Krauss, R. *Passages in Modern Sculpture*
4. Studio work classes with instructor and studio technicians support
5. Project related demo's as required
6. Portfolio development including digital documentation of project
7. Group critiques
8. Writing assignment: artist statement/project and documentation analysis

### Week 7-13:

1. Introduce Project #2: Reimagining The Environment, The Community, and Self
2. Presentation: Interdisciplinary Artists as Agents of Change
3. Studio work with instructor and studio technicians support
4. Technical demonstrations and assistance for individuals and the group as needed
5. Progressive documentation of work: image, text, sound, video
6. Individual presentations on artists whose practices engage with social change
7. Final Project/Portfolio in progress presentations to the class
8. Group critiques
9. Submission of Final Portfolio with artist statement, documentation and project analysis

**Memo for Course Changes**

To: CACC, UEC

From: Hilary Turner

Date: 27 March 2017

**Subject: Proposal for revision of (insert title of course) English 364**

1. Summary of changes (select all that apply):
  - ☒ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☒ Title
  - ☒ Calendar description
  - ☒ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☒ Learning outcomes
  - ☒ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: This course is due for a 6-year review and prerequisites are out of date. English 264 listed in the calendar as a prerequisite for English 364 no longer exists; it has been replaced by English 200.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): Learning outcomes have been updated and streamlined to reflect the current practices and goals of the English Department.
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? Indigenous themes have been added to typical course content.
7. If this course is not eligible for PLAR, explain why: It is eligible for PLAR
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: None of these items have changed.
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? Field trips are not required.
10. Estimate of the typical costs for this course, including textbooks and other materials: One major anthology of critical writings and a customized coursepack, approximately \$200.



ORIGINAL COURSE IMPLEMENTATION DATE: January 1997  
 REVISED COURSE IMPLEMENTATION DATE: January 2018  
 COURSE TO BE REVIEWED: (six years after UEC approval) June 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 364                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> The Critical Tradition: Literature in Context                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> The Critical Tradition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Department (or program if no department):</b> ENGL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br><br>This course is a historical survey of major critical statements about the nature and function of literature. These will be drawn from sources that may include classical, medieval, Renaissance, Enlightenment, romantic, Victorian, and modernist texts.                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | One of the following: ([ENGL 200 or ENGL 264] and one 300-level English course) or (any two 300-level English courses). Note: As of September 2018, prerequisites will change to one of the following: (ENGL 200 and one 300-level English course) or (any two 300-level English courses).                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                             |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total Hours: 60</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: right;">30</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">30</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>60</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 30 | Seminars/tutorials/workshops | 30 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Maximum enrolment (for information only):</b> 25<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Once every two years                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> Hilary Turner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> April 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> May 5, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of posting:</b> June 2, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> May 5, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> June 16, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

**Learning Outcomes**

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

1. Define, articulate, and discuss the implications of theoretical concepts covered in the course
2. Research and write a scholarly essay on a literary work, using an appropriate theoretical frame drawn from course materials.
3. Demonstrate facility with standard editing practices such as those outlined in the MLA Guide.
4. Demonstrate an ability to think critically and comprehend abstract arguments through formally prepared oral responses to course material.

**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 divided between lecture, seminar, and class presentation.

**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. David H. Richter        | The Critical Tradition: Classic Texts and Contemporary Trends, 3 <sup>rd</sup> ed. or most recent | <input type="checkbox"/> | Bedford   |      |
| 2. Various                 | Coursepack: selection of complementary texts                                                      | <input type="checkbox"/> |           |      |
| 3.                         |                                                                                                   | <input type="checkbox"/> |           |      |
| 4.                         |                                                                                                   | <input type="checkbox"/> |           |      |
| 5.                         |                                                                                                   | <input type="checkbox"/> |           |      |

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |   |            |      |
|----------------|-----|--------------|-----|-------------------|---|------------|------|
| Final exam:    | 30% | Assignments: | 70% | Midterm exam:     |   | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | % | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | % | Total:     | 100% |

**Details (if necessary):**

Short paper 15%  
 Research paper 35%  
 Weekly one-page response papers and participation 20%  
 Final examination 30%  
 Oral assignments may also be included.

**Typical Course Content and Topics**

Module 1: Classical statements

Weeks 1-2 The argument against poetry: Plato, The Republic, Book X; The Ion

Week 3 Elements of classical tragedy: Aristotle: The Poetics; Oedipus Rex (film)

Week 4 Definition and function of the sublime: Longinus, "On the Sublime"; sampling of the sublime in English language writings (excerpts from Milton's Paradise Lost)

Module 2: Medieval and Renaissance:

Week 5 Four-fold allegory: Dante Alighieri, "Letter to Can Grande"; excerpts from the Inferno; excerpts from Spenser's Faerie Queene.

Week 6 Poetry and ethics: Sir Philip Sydney, "An Apology for Poetry"; excerpts from Sydney's Arcadia

Week 7 The Doctrine of Discovery: English translation of papal bull permitting Christian occupation of the Americas; A clash of literacies: Robert Houle, "The Spiritual Legacy of the Ancient Ones: (from Land, Spirit Power: First Nations at the National Gallery of Canada); examples of traditional orature (from An Anthology of Native Literature in English, eds. Daniel David Moses & Terry Goldie); John Winthrop, "A Modell of Christian Charity" (coursepack for all selections)

Module 3: Enlightenment and Romantic

Weeks 8-9 Introduction to aesthetic theory: Immanuel Kant, "Analytic of the Beautiful and the Sublime" from The Critique of Judgement

Week 10 Women in public discourse: Mary Wollstonecraft, excerpt from A Vindication of the Rights of Women

Week 11 Romancing the sublime: Friedrich Nietzsche, excerpts from The Birth of Tragedy; William Wordsworth (deism and pantheism), "Tintern Abbey"; John Keats (negative capability), "Letter to Benjamin Bailey," "Letter to George and Thomas Keats"

Module 4: Victorian and Modernist

Week 12 Art as education: Matthew Arnold, "The Function of Criticism at the Present Time"; excerpt from The Study of Poetry

Weeks 13-14 Writing revolution: Toward decolonization in art and politics: Franz Fanon, The Wretched of the Earth; selections from Jean Senec, The Sun Under the Weapons, Correspondence & Notes from Algeria

**Memo for Course Changes**

To: CACC, UEC

From: Hilary Turner

Date: 27 March 2017

**Subject: Proposal for revision of English 366**

1. Summary of changes (select all that apply):
  - ☒ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☒ Title
  - ☒ Calendar description
  - ☒ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☒ Learning outcomes
  - ☒ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: This course is due for a 6-year review and prerequisites are out of date. English 264 listed in the calendar as a prerequisite for English 364 no longer exists; it has been replaced by English 200.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): Learning outcomes have been updated and streamlined to reflect the current practices and goals of the English Department.
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? The calendar description and sample course outlines have been changed to include indigenous perspectives.
7. If this course is not eligible for PLAR, explain why: It is eligible for PLAR
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: None of these items have changed.
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? Field trips are not required.
10. Estimate of the typical costs for this course, including textbooks and other materials: One major anthology of critical writings and a customized coursepack, approximately \$200.



ORIGINAL COURSE IMPLEMENTATION DATE: January 1996  
 REVISED COURSE IMPLEMENTATION DATE: January 2018  
 COURSE TO BE REVIEWED: (six years after UEC approval) June 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 366                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Contemporary Perspectives on Literary Texts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Perspectives on Literary Texts                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> ENGL                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><p>This course surveys major trends in twentieth century and contemporary literary theory. Areas of concentration may be selected from psychoanalytical theory, Marxism, feminism, structuralism and poststructuralism, postcolonial theory, new historicism, reader response theory, or indigenous writings on decolonization.</p>                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | One of the following: (ENGL 200 and one 300-level English course) or (any two 300-level English courses).                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                         |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 60</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>30</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>30</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>60</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 30 | Seminars/tutorials/workshops | 30 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Maximum enrolment (for information only):</b> 25<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Once every two years                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Hilary Turner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> April 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> May 5, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of posting:</b> June 2, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> May 5, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> June 16, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

1. Define, articulate, and discuss the implications of theoretical concepts covered in the course.
2. Research and write a scholarly essay on a literary work, using an appropriate frame drawn from course materials.
3. Demonstrate facility with standard editing practices such as those outlined in the MLA Guide.
4. Demonstrate an ability to think critically and comprehend abstract arguments through formally prepared oral responses to course material.

**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, student presentations, individual directed learning.

**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. David H. Richter        | The Critical Tradition: Classic Texts and Contemporary Trends, 3rd ed. or most recent | <input type="checkbox"/> | Bedford   |      |
| 2. Various                 | Coursepack: selection of complementary texts                                          | <input type="checkbox"/> |           |      |
| 3.                         |                                                                                       | <input type="checkbox"/> |           |      |
| 4.                         |                                                                                       | <input type="checkbox"/> |           |      |
| 5.                         |                                                                                       | <input type="checkbox"/> |           |      |

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 20% | Assignments: | 70% | Midterm exam:     | 10% | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | %   | Total:     | 100% |

**Details (if necessary):**

Short paper 15%  
 Research paper 35%  
 Class response papers (12 one-page papers) 20%  
 Final examination 30%  
 Oral assignments may also be included.

**Typical Course Content and Topics**
**Module 1: Marxism**

Week 1 Introduction to the course: Karl Marx, "Consciousness Derived from Material Conditions" (excerpt from The German Ideology)  
 Week 2 Raymond Williams, excerpt from Marxism and Literature; Terry Eagleton, "Categories for a Materialist Criticism"  
 Week 3 William Shakespeare, King Lear: reading Lear through Marx

**Module 2: Feminism**

Week 4 Simone de Beauvoir, excerpt from The Second Sex; Monique Wittig, "One is Not Born a Woman"  
 Week 5 Judith Butler, "Imitation and Gender Insubordination"  
 Week 6 Bell Hooks, excerpts from Black Looks; Toni Morrison, excerpt from Playing in the Dark: Whiteness and the Literary Imagination  
 Week 7 Gertrude Stein, Three Lives

**Module 3: Postcolonial studies**

Week 8 Edward Said, excerpt from Orientalism  
 Week 9 Meyda Yegenoglu, "Nationalism as Orientalism and the Question of Gender"  
 Week 10 Chinua Achebe, "An Image of Africa"  
 Week 11 Joseph Conrad, Heart of Darkness; Salman Rushdie, selections from East West Stories

**Module 4: Perspectives on Indigeneity**

Week 12 Jimmie Durham, A Certain Lack of Coherence: Writings on Art and Cultural Politics  
 Weeks 13-14 Thomas King, excerpts from The Inconvenient Indian; Green Grass, Running Water

**Memo for Program Changes**

To: UEC

From: Hilary Turner, ENGL

Date: May 11, 2017

**Subject: Program change English lower-level**

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): **Extending the sequence of required electives at the second year level – the sequence currently ends at 294.**
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? **Course material will include Indigenous writings and perspectives.**
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? **The inclusion of this course will not detract from current levels of enrolment in the program. It will provide an additional option for second-year students.**
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? **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**

**English Honours**

Lower-level requirements: 18-21 credits

- ENGL 105 or ARTS 100
- Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, 170
- Six credits from ENGL 200-207
- Six credits from ENGL 208-~~294~~298

**English Honours, Creative Writing**

Lower-level requirements: 18-24 credits

- ENGL 105 or ARTS 100
- Three credits from ENGL 104, 108, 115, 120, 130, 150, 170
- Six credits from ENGL 200-207, 240, 280, 294
- Six credits from ENGL 208, 211, 212, 213, 215, or 298

**English major, English Literature**

Lower-level requirements: 18-24 credits

- ENGL 105 or ARTS 100
- Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, or 170
- Six credits from ENGL 200-207
- Six credits from ENGL 208-~~294~~298

**English major, Creative Writing concentration**

Lower-level requirements: 18-24 credits

- ENGL 105 or ARTS 100
- Three credits from ENGL 104, 108, 115, 120, 130, 150, or 170
- Six credits from ENGL 200-207, 240, 280, or 294
- Six credits from ENGL 208, 211, 212, 213, ~~or 215,~~ or 298

**English major, Drama concentration**

Lower-level requirements: 18-24 credits

- ENGL 105 or ARTS 100
- Three credits from ENGL 108, 109, 115, 120, 130, 150, or 170
- ENGL 233/THEA 203
- ENGL 234/THEA 204
- Six credits from ENGL 200-~~294~~298

**English major, Writing and Rhetoric concentration**

Lower-level requirements: 18-21 credits

- ENGL 105 or ARTS 100
- Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, or 170
- Six credits from ENGL 200-~~294~~298
- Six credits from ENGL 209, 210, or 214

**English extended minor**

Lower-level requirements: 18-24 credits

- ENGL 105 or ARTS 100
- Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, or 170
- Six credits from ENGL 200-207
- Six credits from ENGL 208-~~294~~298

**English minor**

Lower-level requirements: 12-18 credits

- ENGL 105 or ARTS 100
- Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, or 170
- Six credits from ENGL 200-~~294~~298

### **Creative Writing extended minor**

Lower-level requirements: 18 credits

- 12 credits of 100- or 200-level creative writing courses (see Note)
- Six credits of 100- or 200-level English other than creative writing courses (see Note)

Note: Lower-level creative writing courses are ENGL 104, 208 (formerly 111), 211, 212, 213, ~~and~~ 215, and 298.

### **Creative Writing minor**

Lower-level requirements: 12 credits

- Nine credits of 100- or 200-level creative writing courses (see Note)
- Three credits of 100- or 200-level ENGL other than creative writing courses (see Note)

Note: Lower-level creative writing courses are ENGL 104, 208 (formerly 111), 211, 212, 213, ~~and~~ 215, and 298.

**Memo for New Course**

To: Faculty of Science Curriculum Committee

From: Jeff Chizma (Head of Physics department)

Date: Feb 17, 2017

**Subject: Proposal for new course: PHYS 308 – Special Topics in Physics**

1. Rationale for new course:
  - We currently have a 4<sup>th</sup> year Special Topics in Physics course available, however it requires 6 Physics credits at the 300 level or above as prerequisites, so can generally only be taken by students in their fourth year. By offering a similar course for students who only have credits at the 200 level in Physics, we give them the option of taking a Special Topics in their third year.
2. How this new course fits into program(s):
  - This course is another possible way for students to acquire upper level Physics credits to apply towards their degree, and at the same time give them an opportunity to be exposed to material not currently available in current course offerings. It will not be a required course for any degree.
3. Explain how the course learning outcomes align with the learning outcomes of the program(s):
  - This course address several of the Program Learning Outcomes, including (but not limited to): Research information and critically assess the merit of sources; Synthesize experimental, computational, mathematical, and theoretical knowledge to solve problems; Build upon existing physics knowledge to learn independently as needed to address unfamiliar topics, ideas, and situations, through the scientific method; Rigorously apply logic and reason to assess critically the arguments of themselves and others; Communicate physics effectively and responsibly to specialists and non-specialists alike, in forms authentic and appropriate to the discipline and audience.
4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?
  - This course will not be required by any program.
5. Which program areas have been consulted about the course?
  - As this course only affect Physics students, no other program areas have been consulted.
6. If a new discipline designation is required, explain why:
  - N/A
7. What consideration has been given to indigenizing the curriculum?
  - As this is a directed study course where the content is decided by the student, a student may choose to study a topic for which indigenization may be incorporated. We will always encourage students to embrace indigenous ways of learning and knowing whenever possible.
8. If this course is not eligible for PLAR, explain why:

- As this is a directed study course where students will require direct supervision by a Department member, this course will not be eligible for PLAR.
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
  - d. Resources required (labs, equipment)
- This course is being offered as a directed study course with a class maximum of 6, and a credit value of 3. It will be offered only when there is demand, and will require no resources other than the time of the supervisor. We do not expect that the addition of this course will affect our budget at all.
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:
- Depending on whether the student decides to purchase a textbook or not, most of the resources required for this course are available for free online, or in the Library. So we do not expect the student to incur any additional cost for this course outside of the tuition.

**CWC comments:**

- This appears to actually be a directed studies course, rather than a special topics course. Please see the definitions in policy 207 to confirm:  
[http://ufv.ca/media/assets/secretariat/policies/Undergraduate-Directed-Studies,-Special-Topics-&-Independent-Study-Courses-\(207\).pdf](http://ufv.ca/media/assets/secretariat/policies/Undergraduate-Directed-Studies,-Special-Topics-&-Independent-Study-Courses-(207).pdf)
- Should some sample texts be included?  
*As the topic of the course is not fixed, we do not feel it's appropriate to include a list of textbooks given the variety of topics which could be chosen. We also anticipate that the major resource accessed by students would be through papers and articles, rather than textbooks*



ORIGINAL COURSE IMPLEMENTATION DATE: January 2018  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) June 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|------------------------------------------------|----|-----------------------------------|---|--------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PHYS 308                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Course Full Title:</b> Special Topics in Physics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department (or program if no department):</b> Physics                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Calendar Description:</b><br><br>Allows students to study an area in physics which is not included within the current course offerings of the department. Students interested in a certain topic should contact the Physics department for more information.<br><br>Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs.                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | 6 credits of PHYS 200 or above, and instructor's permission.                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total Hours: 75</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: right;">15</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">30</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours: Student directed learning</td><td style="text-align: right;">25</td></tr> <tr><td>Other contact hours: Presentation</td><td style="text-align: right;">5</td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>75</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 15 | Seminars/tutorials/workshops | 30 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: Student directed learning | 25 | Other contact hours: Presentation | 5 | <b>Total</b> | <b>75</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input checked="" type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Other contact hours: Student directed learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Other contact hours: Presentation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>75</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Maximum enrolment (for information only):</b> 24<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> by request if qualified instructor available                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Department / Program Head or Director:</b> Jeff Chizma                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> March 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> March 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of posting:</b> May 25, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Dean/Associate VP:</b> Lucy Lee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> March 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> June 16, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |

**PHYS 308**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**Learning Outcomes**

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

- Explain intermediate knowledge acquired in the area, through discussions, seminars, and written presentations.
- Identify and use key sources of information for self-guided study in the area in question i.e. books, journal articles, online resources, etc.
- Study independently.
- Prepare moderate length presentations or seminars on a topic in physics.
- Deliver effective oral presentations in a topic in physics.
- Prepare a paper on a topic in this area of physics.

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

☐ Yes ☒ No, PLAR cannot be awarded for this course because it requires direct supervision.

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

- Directed reading
- Oral presentations
- Written project
- Seminars, lectures or labs, if appropriate

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

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

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

| Author (surname, initials) | Title (article, book, journal, etc.) | Current ed.              | Publisher | Year |
|----------------------------|--------------------------------------|--------------------------|-----------|------|
| 1.                         |                                      | <input type="checkbox"/> |           |      |
| 2.                         |                                      | <input type="checkbox"/> |           |      |
| 3.                         |                                      | <input type="checkbox"/> |           |      |
| 4.                         |                                      | <input type="checkbox"/> |           |      |
| 5.                         |                                      | <input type="checkbox"/> |           |      |

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

- Library
- Online resources, such as the Los Alamos pre-print server or the SPIRES database, arXiv, etc.

**Typical Evaluation Methods and Weighting**

|                |     |                  |     |                       |     |            |      |
|----------------|-----|------------------|-----|-----------------------|-----|------------|------|
| Final exam:    | %   | Assignments:     | %   | Midterm exam:         | %   | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:        | %   | Field experience:     | %   | Shop work: | %    |
| Presentations: | 35% | Written Project: | 50% | Seminar Participation | 15% | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

The main purpose of this class is to allow students to study a branch of physics in which the department currently does not offer a course, possibly in preparation for graduate studies. Examples of such areas are astrophysics, atmospheric physics, biophysics, geophysics, medical physics, oceanography, planetary science, and photonics. Specific course content will necessarily vary with the subject area, and each separate area will use a different letter attached to the course number.

**Memo for Program Changes**

To: Faculty of Science Curriculum Committee

From: Jeff Chizma (Head of the Physics Department)

Date: Feb 17, 2017

**Subject: Program change – Physics Major**

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):

- Due to the addition of the new Diploma program, we wish to clarify the course prefixes which count towards the Physics degrees. As a result, we are adding to the Calendar that the prefixes PHYS and ENPH both count as Physics credits towards the Major.

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?

- Indigenization will always be considered in individual courses where appropriate, and has already been addressed previously at the program level. We have concluded that this minor change in the program does not allow for any way of increasing the indigenization of our program beyond what has previously been considered.

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?

- The addition of the course prefix ENPH will give students a larger selection of courses to choose from when completing their degree. There are no expected changes in enrolments predicted as a result of this change.
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.

Academic Calendar Winter/Summer 2017

Physics

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

## Physics major

This section specifies the Physics major discipline requirements only. Please refer to the [Bachelor of Science](#) section for information on additional requirements.

### Lower-level requirements

| Course              | Title                                              | Credits |
|---------------------|----------------------------------------------------|---------|
| PHYS 111            | Mechanics (or PHYS 101 with a B+ or better)        |         |
| <b>or</b> PHYS 101  |                                                    |         |
| with a B+ or better | Introductory General Physics: Mechanics and Fluids | 5       |
| PHYS 112            | Electricity and Magnetism                          | 5       |
| PHYS 221            | Intermediate Mechanics                             | 4       |
| PHYS 231            | Introductory Thermodynamics                        | 3       |
| MATH 111            | Calculus I                                         | 4       |
| MATH 112            | Calculus II                                        |         |
| <b>or</b> MATH 118  | Calculus II for Life Sciences                      | 4       |
| MATH 211            | Calculus III                                       | 3       |
| COMP 120            | Computing for the Sciences                         |         |
| <b>or</b> COMP 150  | Introduction to Programming                        |         |
| <b>or</b> COMP 152  | Introduction to Structured Programming             | 3-4     |

Note: While not degree requirements, PHYS 225 and PHYS 232 are recommended as they are prerequisites for several upper-level courses. Other recommended lower-level courses can be found in the [Physics Honours](#) section.

### Upper-level requirements

| Course                                      | Title                                                                                                                               | Credits |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|---------|
| PHYS 381                                    | Mathematical Physics                                                                                                                | 3       |
| <a href="#">Physics electives</a>           | 27 upper-level <del>PHYS or, ENPH credits, or ASTR credits</del> physics credits                                                    | 27      |
| <b>or</b> <a href="#">Physics electives</a> | 21 upper-level <del>PHYS or, ENPH, or ASTR physics</del> credits and a Biology, Chemistry, Mathematics, or Physical Geography major | 21      |

Students must complete a minimum of 15 upper-level physics credits (PHYS; or ENPH; or ASTR) at UFV.

**Memo for Program Changes**

To: Faculty of Science Curriculum Committee

From: Jeff Chizma (Head of the Physics Department)

Date: Feb 17, 2017

**Subject: Program change – Physics Minor**

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

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

2. Rationale for change(s):

3. Due to the addition of the new Diploma program, we wish to clarify the course prefixes which count towards the Physics degrees. As a result, we are adding to the Calendar that the prefixes PHYS and ENPH both count as Physics credits towards the Minor.

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

- N/A

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

- Indigenization will always be considered in individual courses where appropriate, and has already been addressed previously at the program level. We have concluded that this minor change in the program does not allow for any way of increasing the indigenization of our program beyond what has previously been considered.

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

- N/A

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

- The addition of the course prefix ENPH will give students a larger selection of courses to choose from when completing their degree. There are no expected changes in enrolments predicted as a result of this change.
8. 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
  9. 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
  10. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.
    - N/A
  11. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

## Physics minor

This section specifies the physics minor requirements only. Please refer to the [Bachelor of Science](#) section for information on additional requirements. Students need to combine these physics minor requirements with the credits from another science minor, major, or honours if they wish to obtain a Bachelor of Science degree.

Note: Students must be aware that upper-level physics courses require lower-level physics and math prerequisites. Students are advised to take these lower-level prerequisites in their first two years of full-time study.

### Recommended lower-level courses

| Course      | Title                           | Credits |
|-------------|---------------------------------|---------|
| PHYS 111    | Mechanics                       | 5       |
| PHYS 112    | Electricity and Magnetism       | 5       |
| PHYS 221    | Intermediate Mechanics          | 4       |
| PHYS 225    | Waves and Introductory Optics   | 3       |
| PHYS 231    | Introductory Thermodynamics     | 3       |
| PHYS 232    | Experimental Methods in Physics | 2       |
| MATH 111    | Calculus I                      | 4       |
| MATH 112    | Calculus II                     | 4       |
| or MATH 118 | Calculus II for Life Sciences   |         |
| MATH 211    | Calculus III                    | 3       |

### Upper-level requirements

| Course                                                   | Title                                                            | Credits |
|----------------------------------------------------------|------------------------------------------------------------------|---------|
| <a href="#">Upper level courses in Physics electives</a> | <a href="#">PHYS or ENPH or ASTR Upper-level physics courses</a> | 14      |

Note: Students must complete a minimum of 9 upper-level physics credits ([PHYS or ENPH or ASTR](#)) at UFV.

### Course listings

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



History Honours Degree

**UNIVERSITY OF THE FRASER VALLEY**

Department of History  
Faculty of Arts

*Honours degree program name, date*

1

**Name of proposed Honours program:**

History Honours Degree

**Department:**

History

**Rationale:**

The History Department has been working to better serve our students and to raise the profile of history as providing marketable skills in the job sector. Much of this effort has focused on recruiting and supporting new students. To this end, we have recently redesigned our programs to be as flexible as possible. Introductory courses have been developed or redesigned to encourage interest in history. Events to create community and communicate the worth of history have proliferated and proven increasingly successful. The corollary to this is a more pointed effort to support our declared majors. Here again, senior-level courses have been developed and redesigned. Awards and events recognize student achievement at all levels. Unfortunately, what has been lacking is a credential to recognize our best students and this is the principal driver behind the development of the Honours Degree in History.

The History Honours Degree will provide the rigour to substantively add to the quality of our regular major program. This rigour will serve students who apply to graduate school but will also strengthen the worth of the BA as a terminal degree or as a credential for those planning to further their education in a professional program. The required courses support the intellectual and practical skill development that we would expect of all of our students but to an advanced level. Most importantly, the additional requirements will demand a degree of independent study that will reflect positively on those who successfully complete the program.

As noted above, the History Department is improving the opportunities it provides to students. The Honours Degree represents part of that set of opportunities, but we hope that it will provide more benefits than those embedded in the content of the program alone. For those enrolled in the Honours Degree there will be a sense of community. The department will be deliberate in tapping into that energy. For example, there is a departmental commitment to sending students to the BC Universities Graduate History Conference at Qualicum. UFV undergraduates have gone to this conference in the past, but the department recognizes the benefits that this experience provides to the best of our students, especially those considering graduate school. It is often our most motivated students who lead the Association of History Students, and some of these students have expressed interest in the Honours Degree. This kind of leadership, already evident through the participation of these motivated Association students, would be of great value to all the students in classes with Honours candidates.

*Honours degree program name, date*



**Resources:**

A priority in designing the Honours Degree was to ensure that the resources required were minimal and did not compromise our regular program. Most of the requirements for the credential are satisfied through the courses already offered. HIST 491, Honours Directed Research, will be done as a DS or an IS section. This represents no additional cost to the institution.

HIST 300, Historical Theory and Methods, will be redesigned as HIST 400. This more accurately reflects the tenor of the course and the fact that only our most committed students took HIST 300, usually very late in their course of study.

**Program Content:**

The History Honours Degree at UFV is similar to modern honours credentials offered at other institutions. Being able to complete the credential within the 120 credits of the BA, having a specialized honours course (HIST 491), requiring a methods course (HIST 400 or 440), and demanding a high GPA (both cumulative for entrance and specific to disciplinary credits) are all commonly found features. Our design relies more on existing courses than, for example, UBC, which has more dedicated honours courses and sections. This is not possible nor desirable in the context of UFV where the numbers would not warrant these sections and where we hope to see our honours students mentoring other students and leading by example.

An exciting feature of our program is the option to pursue a public history track by taking HIST 440, Local History for the Web and then, optionally, developing a public history project in HIST 491. Both 440 and 491 will demand scholarly rigour, but they will also expect students to reflect on and produce content that is accessible to a wider audience. This is a crucial skill set that expects both refined disciplinary knowledge and the ability to communicate it clearly for non-specialists. This is not only something that academics are expected to do, but represents an ability that is useful in the work-place regardless of context.

The honours degree would require a new course, HIST 491, Honours Directed Research, and the redesign of HIST 300, Historical Theory and Methods, to raise it the 400 level.

**HIST 491: Honours Directed Research:**

The title of the course leaves open the curriculum design and product expected. Since HIST 440 is a required course option it is possible that the research completed for HIST 491 would take unconventional form. For example, the work might focus on public history as opposed to a conventional scholarly approach.

HIST 491 will be offered as a Directed Studies course with candidates approaching faculty individually based on subject expertise. This must be done prior to applying to the program. Alternatively, if the numbers warrant it, HIST 491 might be offered as an Independent Studies course with a common or individually designed curriculum for the small group.

*Honours degree program name, date*



This course will have Learning Outcomes that build on the ladder LOs we have established for our regular program.

HIST 400: Historical Theory and Methods

HIST 400 is a redesigned and repositioned version of HIST 300.

Degree Overview:

The History Honours Degree can be completed within the 120 credits required for the BA.

Students must take an additional 12 credits of upper-level history above the 32 credits required of the major: total 44 credits.

These 44 credits must include the following:

HIST 400, Historical Theory and Methods\* or HIST 440, Local History on the Web

HIST 491, Honours Directed Research

\*Formerly HIST 300

Students must have a CGPA of 3.33 and an average of 3.5 in all upper level History courses to be accepted into the program.

Students must have an average of 3.5 in all upper level History courses required for the program (44 credits) to gain the credential.

Students will declare their intention to complete the Honours History Major only after they have completed the 32 credits required of the major. Students would be encouraged, however, to informally communicate that intention earlier.

### **Proposed Calendar Copy:**

History Major students who have excelled in their program have the opportunity to enhance their credential with the Bachelor of Arts History Honours Degree. This option can raise the profile of the student's academic transcript and demonstrates a higher level of commitment and proficiency over the normal major.

### ***Entrance requirements***

Students wishing to apply to the History Honours Degree must satisfy the continuance requirements of the Bachelor of Arts and the History Major. In addition they must have the following at the time of application to the Honours Degree:

1. A CGPA of 3.33 or higher
2. Completed 32 credits in upper-level History courses with a GPA in those courses of 3.5 or higher.

*Honours degree program name, date*

***How to apply***

Once a student has satisfied the entrance requirements they may apply to the History Honours Degree program. The application must be submitted to the History Department Assistant.

The application for entry into the program must be signed by a faculty member willing to supervise HIST 491. Failure to secure this commitment prior to applying for the History Honours Degree will result in a denied application.

***Program Outline***

The History Honours Degree can be completed within the 120 credits required for the BA.

Students must take an additional 12 credits of upper-level history above the 32 credits required of the major for a total 44 credits.

These 44 credits must satisfy all the requirements of the major and include the following:

HIST 400, Historical Theory and Methods and/or HIST 440, Local History on the Web

HIST 491, Honours Directed Research\*

HIST 491 can only be taken once a student has successfully applied for entry into the program. HIST 400 and/or HIST 440 may be completed at any time. For example, a student may take HIST 400 as part of the completion of their regular major (32 upper-level credits). Thereafter, the student would take HIST 491 and two other history courses as part of the additional 12 credits required for the Honours credential.

***Continuance Policy***

Refer to the Undergraduate Continuance Policy (92) in the UFV Calendar.

***Graduation requirements (if applicable)***

To graduate with the History Honours Degree a student must have completed the specific course requirements noted above and maintain a GPA of 3.5 or higher in all upper-level history courses used to complete the major and the honours credential (44 credits).

*Honours degree program name, date*

**Memo for New Course**

To: CACC, UEC

From: Dr Christopher Leach, Chair History Dept

Date: February 17, 2017

**Subject: Proposal for new course: HIST 491, Honours Research Project**

1. Rationale for new course: HIST 491 is a required research course for the new Honours credential in History. This is coupled with either HIST 400 or HIST 440 as part of the 12 additional credits in upper-level history courses required of students seeking this advanced credential
2. How this new course fits into program(s): As noted above, this is a required course for the new Honours credential. It is an opportunity for advanced students to pursue a line of research that is not normally possible in the regular degree and will demand a higher level of research and polish in the final product. Note that the final project might be either a conventional history paper using scholarly methods, or it might take the shape of a public history project perhaps inspired by HIST 440, Local History for the Web.

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

3. Explain how the course learning outcomes align with the learning outcomes of the program(s): The learning outcomes of the History program are ladderred with each year building on the last. The same applied to HIST 491with the Honours requirements representing a higher degree of independent research and writing overseen by a supervisor.
4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? No.
5. Which program areas have been consulted about the course? The department has debated the merits of the Honours credential and this course and agreed to support them. The credential has been informally reviewed by the Program Development & Quality Assurance Office (Bruce Kirkley) and received its support.
6. If a new discipline designation is required, explain why: N/A
7. What consideration has been given to indigenizing the curriculum? The content of this course varies according to the decisions made by the student and instructor/supervisor. The research might, therefore, be focused on Indigenous subject matter. In addition, the student and instructor might wish to employ Indigenous sources and methods.
8. If this course is not eligible for PLAR, explain why: By definition this course cannot be satisfied with PLAR. It acts as a capstone to the Honours program and must be completed by all students that seek the credential.
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

d. Resources required (labs, equipment)

It is not expected that many students will pursue the Honours credential and faculty have agreed to support those few who wish to complete it and HIST 491 by doing DS or IS sections (cost recovery).

10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? This is not part of the design intention of the course, but student research might require travel if this is part of the agreed to parameters of the research project. Students would have to arrange and pay for any travel.
11. Estimate of the typical costs for this course, including textbooks and other materials: This course would use library and archival materials that are freely accessible.

**CWC comments:**

- There appears to be some inconsistency between the course outline and the description of it in the History Honours proposal. For instance, should prerequisites include admission to the History Honours program, as indicated in the Honours proposal? Suggest revising the prerequisites to “Admission to the History Honours program and instructor permission” rather than a specific number of credits.
- The course outline indicates that this will be a special topics course, but directed research courses are typically not offered this way. Please confirm. (The History Honours proposal specifically states that “HIST 491, Honours Directed Research, will be done as a DS or an IS section.”)
- Should the typical structure of hours include some lecture hours?
- Is this course eligible for PLAR? The memo indicates that it will not be, but “yes” is checked in the PLAR section of the course outline.
- The presentation of the outline caused some confusion at Screening. It appears that the department is trying to meld two courses into one: Honours Seminar and Honours Thesis. The issue Screening is grappling with is the ability of one course to both bring students together for seminars, and allow enough time for them to complete their research under the directed supervision of a faculty member. Screening suggests that the department consider the creation of two courses, HIST 491 and HIST 492. This is similar to how the other Arts Honours courses/programs are structured:
  - o ENGL 491 and 492
  - o GEOG 491 and 492
  - o PSYC 490, 498, and 499

**Department response to CWC comments:**

We did consider all of the suggested revisions however we did not apply all them.



ORIGINAL COURSE IMPLEMENTATION DATE: January 2018  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) June 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 491                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Course Full Title:</b> Honours Directed Research                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department (or program if no department):</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Calendar Description:</b><br>The subject of research completed for this course is defined on an individual basis in consultation with a member of the History faculty. This course represents an opportunity to explore in-depth conventional historical methods and scholarly writing as applied to a historical problem or pursue a line of research that will result in a product of public history.                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | Admission to the History Honours program and instructor permission.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                          |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Total Hours: 60</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture hours</td> <td></td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Seminars/tutorials/workshops | 60 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input checked="" type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Maximum enrolment (for information only):</b> 20<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> As needed                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Department / Program Head or Director:</b> Dr Christopher Leach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date approved:</b> March 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> April 7, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of posting:</b> June 2, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Dean/Associate VP:</b> Dr Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b> April 7, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> June 16, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |

**HIST 491**

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

**Page 2 of 2**

**Learning Outcomes**

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

- Identify and analyze the themes and debates scholars have identified as essential to an understanding of the subject
- Identify the major events and participants in the history of the subject
- Identify and critically examine the sources available for the study of the subject in writing and during seminar discussions

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

☐ Yes ☒ No, PLAR cannot be awarded for this course because this course must be taken by a student who is in the History Honours program.

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

Methods may include informal lectures to provide the historical and historiographical context to the subject and its sub-themes and consider historical methodology. However, the vast majority of the time will be spent in seminar discussions. Students will be expected to use of a variety of readings to challenge and introduce them to the diversity of historical interpretation of the subject and prepare them for seminar 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.                         | As an individually defined research course, no general texts can be identified | <input type="checkbox"/> |           |      |
| 2.                         |                                                                                | <input type="checkbox"/> |           |      |
| 3.                         |                                                                                | <input type="checkbox"/> |           |      |
| 4.                         |                                                                                | <input type="checkbox"/> |           |      |
| 5.                         |                                                                                | <input type="checkbox"/> |           |      |

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

**Typical Evaluation Methods and Weighting**

|                |              |     |                     |   |                   |      |
|----------------|--------------|-----|---------------------|---|-------------------|------|
| Final exam:    | Assignments: | 80% | Midterm exam:       | % | Practicum:        | %    |
| Quizzes/tests: | %            |     | Lab work:           | % | Field experience: | %    |
| Participation: | 20%          |     | Oral presentations: | % | Shop work:        | %    |
|                |              |     | Other:              | % | Total:            | 100% |

**Details (if necessary):**

Most of the grade will be based on the final essay or project. Smaller essays might be required (e.g., historiography). Given the intimate nature of the course, participation might be awarded a significant weight as seminar sessions will shape the research produced by the end of the course.

**Typical Course Content and Topics**

Faculty will not shape the course content but will work with the students to arrive at a course of readings and research expectations around a particular subject or project result.

**Memo for Program Changes**

To: CACC, CAC, and UEC

From: Bachelor of Media Arts Program Working Group, currently chaired by Alisa Webb

Date: March 2, 2017

**Subject: Program change for Bachelor of Media Arts, effective January 2018**

**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):**

Given the lengthy delay between UFV approval and Ministry approval for the new Bachelor of Media Arts degree (BMA), it was deemed necessary to undertake a full review of the original proposal for the BMA in advance of launching the program. The PWG recognized that various changes had taken place in the interim which were not recognized in the original program outline.

After undertaking a full review, the PWG noted the need for the following:

- Update the entrance requirements to reflect changes to the BA and the BFA since 2014
- Slight revision to the program outcomes to reflect changes in Media Arts since the 2014 proposal
- Small revision to the residency requirement
  - o The original proposal listed a 25% residency requirement, which the PWG wished to keep, as well as a requirement that 50% of a concentration must be completed at UFV.
  - o The decision was made, however, to stipulate as part of this an upper-level residency requirement: 24 of 45 upper-level credits need to be completed at UFV. This aligns with BGS residency stipulations.
- An revision to a few of the core course requirements in the degree in order to:
  - o Reflect curriculum changes that have taken place since the original proposal (2014);

- o Take into consideration reasonable access for BMA students to UFV offerings so as to facilitate timely completion;
- o Increase flexibility and choice for students; and
- o Ensure that all program outcomes were met in the core courses.

| Course                                       | Action                                                                                 | Notes                                                                                                                                                               |
|----------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| BUS 100                                      | Replaced with MEDA 222: Marketing Communications for Creatives                         | MEDA 222, alongside MEDA 360, better achieves the learning outcomes for the degree than BUS 100 + MEDA 360<br><br>Students could still take BUS 100 as an elective. |
| CMNS 175                                     | Kept, but additional options added                                                     | CMNS 175 is now one of four options for meeting “written or oral presentation” in the degree.                                                                       |
| MACS 221                                     | Removed                                                                                | Deemed unnecessary to core; added as option to Screen Studies Concentration                                                                                         |
| CMNS 155                                     | Replaced with CMNS 125                                                                 | Reflects CMNS curriculum change                                                                                                                                     |
| One of AH 100, AH 102, FILM 110, or FILM 120 | Added other courses to list: AH 101, GD 102, IPK 277, MACS 210, THEA 203, and THEA 204 | Goal is to address theoretical and/or historical context – new courses vetted as meeting this requirement within Media Arts context                                 |
| One of VA 271 or CIS 145                     | Added other courses to list: GD 157, VA 160, and VA 180                                | Goal is to introduce digital technologies – new courses vetted as meeting this requirement within Media Arts context                                                |

- Significant updates to the five concentrations
  - o A review of the concentrations demonstrated a range of curriculum changes which had occurred since the original proposal was approved by UFV. Courses in a variety of departments had been revised or deleted; new courses had been added. All of this needed to be taken into consideration.
  - o The original concentrations were developed without outcomes. The PWG developed outcomes for each concentration. In developing outcomes for the concentrations, the PWG was then able to review the existing course requirements to determine if they aligned with the outcomes. This, coupled with overarching curriculum changes in a variety of courses and disciplines at UFV, resulted in changes to some of the courses in concentrations.
  - o Further, the PWG noted that the concentrations varied substantially in size and that some, based on both the original design and the above-noted curriculum changes in other disciplines, could not actually be completed alongside the BMA core requirements within 120 credits. The below analysis shows that, based on the original program outline, students would have fewer than 30 elective credits in their BMA, with, notably, Applied Interactive Media students having no space for electives and Digital Art

students having just 6-8 credits available to them outside of their requirements. The PWG agreed that this did not reflect UFV values of flexibility, would not be attractive to students, and would make it very difficult for students to transfer into the BMA later in their studies.

**Analysis of original program:**

Note that “total for degree” refers to the combination of the core requirements and the concentration requirements; all students would need to complete 120 credits for the degree. The “total”, therefore, refers to the total before any electives.

| Concentration                | Core – BMA | Core – Concentration <sup>1</sup> | “Total” for degree |
|------------------------------|------------|-----------------------------------|--------------------|
| Applied Interactive Media    | 51         | 75-76                             | 122-123            |
| Digital Art                  | 51         | 61-63                             | 112-114            |
| Interactive Media Leadership | 51         | 40                                | 91                 |
| Media and Performance        | 51         | 48                                | 99                 |
| Screen Studies               | 51         | 44-48                             | 96-100             |

- o The PWG further decided to develop a consistent approach to the concentrations, including a consistent size. All concentrations now fall between 35 and 45 credits. Coupled with the 48-49 credits of core requirements in the degree, this now offers much greater flexibility for students to add electives. Additionally, it makes the degree much easier to navigate for transfer students – either from other UFV programs or from other institutions – as the greater flexibility means more space to accommodate previous coursework.

**Comparing original to revised:**

| Concentration                | BMA Core |         | Core – Concentration |         | “Total” for degree |         |
|------------------------------|----------|---------|----------------------|---------|--------------------|---------|
|                              | Original | Revised | Original             | Revised | Original           | Revised |
| Applied Interactive Media    | 51       | 48-49   | 75-76                | 45      | 122-123            | 93-94   |
| Digital Art                  | 51       | 48-49   | 61-63                | 40      | 112-114            | 88-89   |
| Interactive Media Leadership | 51       | 48-49   | 40                   | 37-39   | 91                 | 85-88   |
| Media and Performance        | 51       | 48-49   | 48                   | 37-38   | 99                 | 85-87   |
| Screen Studies               | 51       | 48-49   | 44-48                | 34-36   | 96-100             | 82-85   |

- Removal of the “lists” (i.e. Lists A, B, C, etc.)
  - o These course lists were linked to the concentrations, with some concentrations specifying a certain set of courses from each list to meet requirements. Once the concentrations were revised, it became apparent that only 2 of the 5 concentrations were making use of the lists. Further, in both cases, the lists would have needed significant updating to reflect overarching curriculum changes across a range of

<sup>1</sup> Includes the embedded pre-reqs required for admittance to core courses that were not listed in the initial proposal – applies to Applied Interactive Media and Digital Arts

disciplines. Finally, the concentrations had taken some courses from the lists and included them as core requirements, rendering the lists redundant.

- o The PWG, therefore, decided to do away with the lists and capture course options for students within the actual concentration outlines. This is much more student-friendly than having students refer back and forth between the concentration requirements and master lists.

Finally, the calendar copy was re-formatted to reflect the current structure for programs and to ensure clarity throughout.

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

Program outcomes remained largely consistent with the original outcomes. Two changes were made:

- We added one outcome: "Situate digital media within historical and theoretical contexts"
- We changed "Learn new digital applications independently" to "Demonstrate adaptability in learning and using digital media technology"

As previously addressed in the approved program proposal, the 12 original outcomes align with UFV's ILOs. The new outcome ensures students can analyze critically and imaginatively and initiate inquiries within the larger historical and theoretical context of media arts. The shift in the final outcome aligns with the need to ensure that students can use their knowledge and skills proficiently and that they recognize the centrality of committing to life-long learning in media arts fields.

As noted above, the PWG also developed outcomes for each of the concentrations.

| Concentration Outcomes                                                                                  | Aligns with ILOs...    |
|---------------------------------------------------------------------------------------------------------|------------------------|
| <b>Applied Interactive Media Concentration</b>                                                          |                        |
| Produce image-based motion graphics, video, kinetic typography, and character design                    | 1, 2, 3, 4, 5          |
| Design media projects which draw on the tools and knowledge of a variety of creative industries         | 1, 3, 4, 5, 8, 9       |
| Design, organize, publish, manage, and maintain dynamic websites                                        | 1, 2, 3, 4, 5, 9       |
| Apply principles of visual organization, visual language, and theory to visual communication problems   | 1, 2, 3, 4, 5          |
| Manage digital projects                                                                                 | 1, 3, 5, 7, 8          |
| <b>Digital Art Concentration</b>                                                                        |                        |
| Articulate the function of digital art media in its historical and contemporary contexts                | 1, 2                   |
| Apply the terms, concepts, and techniques used in the production of digitally based artwork             | 1, 2, 3, 5             |
| Demonstrate proficiency in photo or video imaging software skills used in the production of digital art | 1, 2, 3                |
| Produce a body of digital artwork reflecting critical and creative thought processes                    | 1, 2, 3, 4, 5, 6, 8, 9 |
| Apply analytical skills to critically examine digital art imagery for critiques                         | 1, 2, 3                |

|                                                                                                                                                         |                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Conduct independent material production and theoretical research in digital art media                                                                   | 1, 2, 3, 4, 5, 6, 9       |
| <b>Interactive Media Leadership Concentration</b>                                                                                                       |                           |
| Use appropriate leadership tools, strategies, and techniques for the context, team, and/or project                                                      | 3, 4, 5, 6, 7, 8          |
| Communicate effectively and persuasively in written, oral, and visual forms                                                                             | 1, 3, 5, 7                |
| Employ effective interpersonal communication skills to build, manage, and lead creative teams                                                           | 3, 5, 6, 7, 8, 9          |
| Utilize a recognized method of project management and adapt it as needed                                                                                | 2, 3, 4, 6, 7, 8          |
| Facilitate effective team meetings                                                                                                                      | 5, 6, 7, 8                |
| Use design thinking to solve problems                                                                                                                   | 1, 2, 3, 4, 7, 8          |
| <b>Media and Performance Concentration</b>                                                                                                              |                           |
| Create compelling characters for performance in a range of live, digital, and interactive contexts                                                      | 1, 2, 3, 5, 9             |
| Identify how digital technologies interact with and influence perception and mobility of the human body in performance                                  | 1, 2, 3                   |
| Integrate social media and digital technologies in performance                                                                                          | 1, 2, 3, 5                |
| Apply conventions selected from a range of narrative structures, genres, and styles to generate original content for diverse media platforms            | 1, 2, 3, 4, 5, 8, 9       |
| Construct relationships between audience, performer, space, and time in a range of live, digital, and interactive environments                          | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| Apply key theories and methodologies in performance studies and digital performance in analyzing and devising performances                              | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| <b>Screen Studies Concentration</b>                                                                                                                     |                           |
| Describe the dominant discourses, past and present, that frame the development and integration of information and communication technologies in society | 1, 2, 3                   |
| Identify the social and cultural dimensions of technology and effectively communicate both potentially positive and negative outcomes and effects       | 1, 2, 3                   |
| Critically assess the theoretical underpinnings associated with “new media” and articulate their relationships within various spheres of human activity | 1, 2, 3, 4, 5, 9          |
| Employ a variety of methodological frameworks to investigate social, cultural, and economic dimensions of media and media representations               | 1, 2, 3, 4                |
| Produce digital video and audio works demonstrating an understanding of, and proficiency in, digital production software                                | 1, 2, 3, 6, 7, 8, 9       |
| Demonstrate an understanding of the legal and ethical considerations associated with the production, consumption, and use of cultural goods             | 1, 2, 3, 6, 8             |

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

The College of Arts has repeatedly demonstrated a commitment to indigenization throughout its curriculum. BMA students taking courses Media and Communications, Visual Arts, and Theatre will regularly encounter an indigenized curriculum. Importantly, too, the BMA capstone courses allow significant independence in designing projects, as do courses in Graphic and Digital Design, Theatre, and Visual Arts, where students can incorporate their own interests, perspectives, and creative practice.

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

No additional resources are required beyond those outlined in the original, approved proposal.

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

At this time, the BMA has not been launched, so there are no students in the current program. The PWG believes that in streamlining requirements, offering more options to meet core requirements, and decreasing the size of some of the concentrations, that the degree will now attract even more students than anticipated.

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

The BMA draws on courses across the institution. For the core, students have been given more choice in how to meet these in order to spread BMA demand across various disciplines, to allow students greater choice in how they meet requirements, and to increase program flexibility.

Within the BMA are core Media Arts courses (MEDA). These courses are required by all program students and carry with them an additional tuition fee (previously approved). The revised program retains all of the original MEDA courses and adds one more – MEDA 222 – which replaces BUS 100 as a required course. Upon analysis, it seemed apparent that the new MEDA 222, coupled with MEDA 360, would better satisfy the program outcomes than BUS 100.

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

No change from original approach to using resources

**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 core of the program remains relatively unchanged.

- BUS 100 has been removed and the change approved by BUS and Professional Studies.
- In a few cases, more options have been given to students to meet certain requirements, but often within the same discipline. Department Heads and representatives for each are part of the PWG and saw this is an improvement over the previous iteration as it allows them to more easily accommodate BMA students across a range of courses.
- The Applied Interactive Media concentration underwent the most significant revision. CIS and GD were consulted on the changes and had no issues. CIS and Professional Studies support the changes.

**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.**

## **Bachelor of Media Arts**

The Bachelor of Media Arts prepares students for creative production in digital media. Technical skills, both in digital media and in traditional artistic practice, are combined with media theory and communication skills to prepare graduates for a rapidly changing work environment. BMA disciplines include: Art History, Communications, Computer Information Systems, Computing Science, English, Film, Graphic Design, Media Arts, Media and Communications Studies, Theatre, and Visual Arts.

Please note: Students must complete all degree requirements within seven years of admission.

### **Program Outcomes**

**Upon successful completion of the BMA, students will:**

1. Develop work that engages interdisciplinary creative practices
2. Use digital technologies to create work that integrates existing and new forms of knowledge, practice, and production
3. Situate digital media within historical and theoretical contexts
4. Identify the drivers of change in the digital media industry
5. Evaluate their role as content creators, and analyze the social impact of their work
6. Employ the basic skills required to run a small or self-employed business in this sector, including skills in project management, labour management, client relations, marketing and financial planning
7. Pitch ideas to funders using oral or written presentations
8. Apply knowledge of media law to discern legal issues, protect their own intellectual property, and respect the intellectual property of others
9. Make ethical choices within the framework of digital media collaboration and information sharing.
10. Contribute constructively as part of a creative team
11. Develop networks with other content creators to initiate and develop future projects
12. Communicate with a high level of proficiency using digital media
13. Demonstrate adaptability in learning and using digital media technology

**Commented [AW1]:** Changes:

- Addition of outcome #3
- Revision to outcome #13

### **Entrance Requirements**

Entrance to this program is competitive, and based on a combination of grades, prior academic experience, prior workplace experience, and a portfolio.

Students entering this program must meet one of the entrance options outlined below and must also submit a portfolio. The content and nature of the portfolio will be outlined in guidelines provided after application and may be discussed with the BMA Advisor.

All applicants must satisfy the English language proficiency requirement. For details on how this requirement may be met, see [English language proficiency requirement](#).

**Option 1: High school (for students with high school graduation only)**

**BC Applicants:**

1. BC secondary school graduation or equivalent.

**Commented [AW2]:** Entrance requirements updated to mimic changes the BA entrance requirements

2. A minimum of a C+ in English 12 or equivalent (see Note) and a minimum of a B average in two additional [Approved Grade 12 courses](#).

**Note:** English 12 equivalent courses include English 12 First Peoples, English Literature 12, AP English, and IB English A (standard level or higher level), and UFV ENGL 091.

**Out-of-province applicants:**

Students will be considered on the basis of courses equivalent to Approved BC Grade 12 courses. See the Admissions section of the calendar for more information on equivalents to BC secondary school graduation.

**Out-of-country applicants:**

Students who have BC secondary school graduation equivalency, meet the prerequisite for ENGL 105 or CMNS 125, and have completed an equivalent average of B (equated to the UFV grading system) in two academic Grade 12 courses will be admissible.

**Alternatives to high school graduation:**

If you have completed the International Baccalaureate diploma program, the BC Graduation diploma (BC Adult Dogwood), or the General Educational Development (GED) certificate, you may be considered to have the equivalent of BC secondary school graduation for admission purposes.

**Option 2: University entrance (for students who have attended some post-secondary school)**

1. Prerequisite for ENGL 105 or CMNS 125.
2. One of the following alternatives:
  - a. Completion of a minimum of 15 credits in courses numbered at the 100 level and above, with a cumulative GPA of 2.33 on all credits attempted.
  - b. Completion of a two-year post-secondary credential, such as a Diploma or Associate of Arts, in Arts, Liberal Arts, Graphic and Digital Design, Visual Arts, Theatre, or Computer Information Systems with a minimum cumulative GPA of 2.0 (equated to the UFV grading scheme) on all courses taken.
  - c. Completion of a postsecondary career or technical diploma (minimum of two years postsecondary credit) from a recognized Canadian or international postsecondary institution, with a minimum cumulative GPA of 2.0 (equated to the UFV grading scheme), calculated on all courses taken.
  - d. Completion of a three- or four-year Bachelor's degree from a recognized Canadian or international institution, with a minimum GPA of 2.0 (equated to the UFV grading scheme). Students who have completed a previous degree are governed by UFV's [Subsequent and Concurrent Bachelor Degree policy \(98\)](#).

**Option 3: Experience and Literacy**

Mature students (25 years and older) may be admitted to the degree program if they can demonstrate that they have related experience in the field, can read and write at an appropriate level, and can meet the entrance requirements relating to writing within one year of admission. The coordinator of the program, in conjunction with the educational advisor, will assess whether the entrance requirements relating to writing have been satisfied. To apply for admission under Option 3, consult with the educational advisor.

**When to apply**

Applications are accepted for entrance to the fall and winter intakes. For application deadlines, see [Specific intake application process](#).

**How to apply**

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

Additional documents required for a complete application:

- o Official transcripts (or interim transcripts) from all post-secondary institutions you have attended (other than UFV) showing grade/course achievement as per entrance requirements. 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.
  - o For high school entrance, a final official transcript (if you have graduated). For students currently in Grade 12, final grades are due August 3.
2. When your application has been processed, you will receive information on program orientation and portfolio submission dates and a copy of the portfolio guidelines. The portfolio is not due at the time of application, but will be submitted online and reviewed in May for the Fall intake and in October for the Winter intake. All applicants must attend a program orientation. Applicants who reside outside the Lower Mainland area should contact the BMA Advisor for alternate arrangements.
  3. You will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required prior to registration (see the [Fees and Other Costs](#) section). This money will be applied toward your tuition fees. Final payment of all course fees is due the end of the second week of classes.
  4. In cases where course work is in progress, an admission decision may be made conditional upon completion of academic requirements. Proof of completion of entrance requirements is due the end of the first week in August for the September intake.

**Basis for Admission Decision**

Entrance to this program is competitive, and based on a combination of grades, prior academic

experience, prior workplace experience, and a portfolio.

Students entering this program must meet one of the entrance options outlined above and must also submit a portfolio. The content and nature of the portfolio will be outlined in guidelines provided after application, and may be discussed with the educational advisor.

Students with complete credentials at the diploma level or better (Associate Degrees, Diplomas, Major or minors) from UFV in Graphic and Digital Design, Communications, MACS, Visual Arts, English, Computing Information Systems, or Theatre will have priority entry to this program from 2018 to 2021. Students with credentials requiring 60 credits or more from other institutions will be admitted next. Students meeting the minimum entrance requirements above will be admitted next, in an order determined by an assessment of their portfolios and their grades.

Effective 2022, students will be admitted based on prior academic success, workplace experience, and portfolio assessment only.

#### **Fees and additional costs**

For general information on tuition and ancillary fees, see the [Fees and Other Costs](#) section. Please note that all MEDA designated courses have an alternate tuition rate, reflected in the table labelled Tuition Fees. For more information on the tuition rates for MEDA courses, please check the Bachelor of Media Arts webpage.

In addition to general costs, students in the Bachelor of Media Arts degree should also consider the following:

- Books and additional supplies cost approximately \$100 per course.
- Students will require access to a computer, preferably an industry standard laptop.

For information on financial assistance, students are encouraged to visit the [Financial Aid and Awards](#) office.

#### **Location**

While the majority of BMA courses will be offered in Abbotsford, students should be prepared to take some courses in Mission or Chilliwack.

#### **Program outline**

There are three sets of requirements to note:

1. Program requirements
2. Core requirements
3. Concentration requirements

##### **1. Program requirements**

- A. 120 university-level credits (100-level and above), of which:
  - i. At least 30 must be completed at UFV

- ii. At least 45 must be at the 300- and/or 400-level, with at least 24 of these completed at UFV

**Commented [AW3]:** The original proposal did not specify any requirements for upper-level residency; this language echoes the BGS residency requirement.

- B. Completion of core requirements
- C. Completion of one concentration, with at least 50% of the upper-level requirements completed at UFV
- D. Completion of elective credits to achieve 120 credits for the degree
- E. Completion of all degree requirements within seven years of admission

**2. Core Requirements: 48 credits**

**Commented [AW4]:** Changes from original proposal:

| Lower-level requirements                     | Course                                                                                     | Credits |
|----------------------------------------------|--------------------------------------------------------------------------------------------|---------|
| <b>Media Arts</b>                            | MEDA 100: Introduction to Media Arts                                                       | 3       |
|                                              | MEDA 222: Design Ethos for Creative Practitioners                                          | 3       |
|                                              | MEDA 260: Exploring Creativity                                                             | 3       |
| <b>Core Knowledge</b>                        | MACS 130: Mass Communication in Canada                                                     | 3       |
| <b>Writing Foundation</b>                    | One of:                                                                                    | 3       |
|                                              | - CMNS 125: Professional Communications for Academic and Workplace Audiences               |         |
|                                              | - ENGL 105: Academic Writing                                                               |         |
| <b>Written or Oral Presentation</b>          | One of:                                                                                    | 3       |
|                                              | - CMNS 175: Writing for the Internet                                                       |         |
|                                              | - CMNS 235: Public Speaking                                                                |         |
|                                              | - THEA 111: Acting Skills for Work and Life                                                |         |
|                                              | - THEA 250: Introduction to Storytelling in Indigenous, Theatrical, and Global Communities |         |
| <b>Historical and/or Theoretical Context</b> | One of:                                                                                    | 3       |
|                                              | - AH 100: History of Art and Culture in a Global Context                                   |         |
|                                              | - AH 101: Visual Culture in the West to 1400                                               |         |
|                                              | - AH 102: Visual Culture in the West from 1400 to Present                                  |         |
|                                              | - FILM 110: Introduction to Cinema                                                         |         |
|                                              | - FILM 120: World Cinema                                                                   |         |
|                                              | - GD 102: History of Graphic Design                                                        |         |
|                                              | - IPK 277: Indigenous Art: Stories and Protocols                                           |         |
|                                              | - MACS 210: History of Communication                                                       |         |
|                                              | - THEA 203/ENGL 233: History of Theatre and Drama: Antiquity to 1642                       |         |
|                                              | - THEA 204/ENGL 234: History of Theatre and Drama: 1642 to 1914                            |         |
| <b>Digital Technologies</b>                  | One of:                                                                                    | 3       |
|                                              | - CIS 145: Web Publishing                                                                  |         |
|                                              | - GD 157: Digital Design Media I                                                           |         |
|                                              | - VA 160: Introduction to Video Production                                                 |         |

- 1.Slight decrease from 51 credits to 48-49
- 2.Added MEDA 222
- 3.Removed BUS 100
- 4.Moved CMNS 175 from a required course to an option to meet a core requirement alongside CMNS 235, THEA 111, and THEA 250
- 5.Removed MACS 221
- 6.Increased course options to meet historical and/or theoretical context requirement
- 7.Updated Writing Foundation to reflect shift from CMNS 155 to 125
- 8.Increased options to meet Digital Technologies requirement

|                                            |                                                                                                                                                    |                |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|                                            | <ul style="list-style-type: none"> <li>- VA 180: Digital Photography I</li> <li>- VA 271: New Media I: Introduction to Electronic Media</li> </ul> |                |
| <b>Total lower-level core requirements</b> |                                                                                                                                                    | <b>24-25</b>   |
| <b>Upper-level requirements</b>            | <b>Course</b>                                                                                                                                      | <b>Credits</b> |
| <b>Media Arts</b>                          | MEDA 350: Critical Studies in Digital Media in Canada                                                                                              | 4              |
|                                            | MEDA 360: Professional Practices for Creative Industries                                                                                           | 4              |
|                                            | MEDA 401: Media Arts Integrated Project I                                                                                                          | 4              |
|                                            | MEDA 402: Media Arts Integrated Project II                                                                                                         | 4              |
| <b>Core Knowledge</b>                      | MACS 369: Media Law and Ethics                                                                                                                     | 4              |
|                                            | One of:                                                                                                                                            | 4              |
|                                            | <ul style="list-style-type: none"> <li>- MACS 334: Cultural Policy</li> <li>- MACS 460: Issues in the Information Society</li> </ul>               |                |
| <b>Total upper-level core requirements</b> |                                                                                                                                                    | <b>24</b>      |

**Note:** Some of the listed courses above have prerequisites. Please take this into account when planning your electives.

**Note:** Students may not use a BMA core requirement to meet a concentration requirement. In the case of overlap, students must make an alternative course choice to meet their core requirements.

### 3. Concentration Requirement

Students must complete one of the following concentrations as part of their degree:

- A. Applied Interactive Media
- B. Digital Art
- C. Interactive Media Leadership
- D. Media and Performance
- E. Screen Studies

A formal declaration of your concentration choice must be made and approved by the educational advisor prior to the completion of 60 credits towards the degree. Students who have completed 60 credits but have not yet declared a concentration will not be permitted to register. Exceptions may be made in special circumstances by the educational advisor and/or the BMA Program Coordinator. Students admitted to the degree should seek advice from the educational advisor. Students must complete at least 50% of the upper-level requirements of the concentration at UFV.

#### A. Applied Interactive Media Concentration

The Applied Interactive Media Concentration emphasizes literacy in related creative disciplines, digital project management, visual storytelling, and digital experiences with the ability to adapt to new technologies as they appear. It will appeal to students looking to blend Graphic and Digital Design, Computer Information Systems, and Visual Arts to create compelling digital media.

**Graduates of the Applied Interactive Media concentration will be able to:**

**Commented [AW5]:** Significant revisions to this concentration:

1. Calendar description updated
2. Outcomes defined
3. Credits required for concentration decreased from 60-61 to 43-44 credits
  - a. Previous concentration was CIS- and COMP-heavy and read almost as an extended minor in CIS
  - b. New version reflects multi-disciplinary goal of the concentration and blends CIS, COMP, GD, and VA.
4. Note that if original concentration had been maintained, the actual credits required would have been 75-76 owing to significant pre-req changes in CIS and COMP since the original proposal.

1. Produce image-based motion graphics, video, and kinetic typography
2. Create interactive, dynamic, immersive spatial and online experiences across various digital media platforms
3. Design media projects which draw on the tools and knowledge of a variety of creative industries
4. Apply principles of visual organization, visual language, and theory to visual communication problems
5. Manage digital projects

**Program outline: 43-44 credits**

| Course         | Title                                                | Credits |
|----------------|------------------------------------------------------|---------|
| <b>All of:</b> |                                                      |         |
| CIS 145        | Web Publishing                                       | 3       |
| CIS 245        | Intermediate Web Programming                         | 4       |
| GD 157         | Digital Design Media I                               | 3       |
| GD 159         | Digital Design Media II                              | 3       |
| GD 202         | Interactive Design I                                 | 3       |
| GD 203         | Dynamic Media I: Motion Graphics                     | 3       |
| GD 204         | Interactive Design II                                | 3       |
| GD 303         | Dynamic Media II: Storytelling                       | 3       |
| GD 357         | Digital Project Management                           | 3       |
| GD 358         | Interactive Design for Portfolio                     | 3       |
| <b>One of:</b> |                                                      |         |
| CIS 160        | Introductory Web Graphics and Animation              | 3       |
| CIS 162        | Introduction to Animation                            | 3       |
| CIS 165        | 3D Animation                                         | 4       |
| CIS 262        | Web-Based Computer Game Development                  | 4       |
| COMP 150       | Introduction to Programming                          | 4       |
| COMP 152       | Introduction to Structured Programming               | 4       |
| COMP 155       | Object-Oriented Programming                          | 4       |
| <b>One of:</b> |                                                      |         |
| VA 113         | Introduction to Drawing                              | 3       |
| VA 116         | Intro Studio II: Space, Form, and Time               | 3       |
| VA 117         | Intro to Animation Drawing                           | 3       |
| VA 180         | Digital Photography                                  | 3       |
| VA 231         | Sculpture and Extended Media I                       | 3       |
| VA 271         | New Media I: Intro to Electronic Media               | 3       |
| VA 272         | New Media II: Computational Media Art                | 3       |
| <b>Two of:</b> |                                                      |         |
| GD 361         | Portfolio Development for Graphic and Digital Design | 3       |
| GD 369         | Professional Practices I                             | 3       |
| GD 498         | Directed Study in Graphic Design I                   | 3       |
| GD 499         | Directed Study in Graphic Design II                  | 3       |
| VA 331         | Sculpture and Extended Media III                     | 3       |

|        |                                        |   |
|--------|----------------------------------------|---|
| VA 332 | Sculpture and Extended Media IV        | 3 |
| VA 360 | Professional Development and Practices | 3 |
| VA 371 | New Media III – Interactive Art        | 3 |
| VA 372 | New Media IV – Project in New Media    | 3 |
| VA 390 | Community Arts Practice                | 3 |

**Note:** Students may not use a BMA core requirement to meet a concentration requirement. In the case of overlap, students must make an alternative course choice to meet their core requirements.

#### **B. Digital Art Concentration**

The Digital Art concentration will appeal to students interested in becoming independent or freelance creative artists. Following in the tradition of Fine Arts studies, artists specializing in digital media are equipped to produce work within the context of established galleries and arts venues, but are further capable of combining and exploring alternative circuits of dissemination at the abundant intersections of culture and technology. Video screens, sound systems, the Internet, stage performances, interactive physical locations, and mobile social spaces are all activated by the imaginations of new media artists. Artists in this field work at the forefront of digital media technology, but also drive the development of new technologies and cultural interfaces. The creative, imaginative, critical, and technical capabilities of digital media artists make them valuable members of any team-based effort working across a spectrum of cultural productions in the new digital media environment.

**Graduates of the Digital Art Concentration will be able to:**

1. Articulate the function of digital art media in its historical and contemporary contexts
2. Apply the terms, concepts, and techniques used in the production of digitally based artwork
3. Demonstrate proficiency in photo or video imaging software skills used in the production of digital art
4. Produce a body of digital artwork reflecting critical and creative thought processes
5. Apply analytical skills to critically examine digital art imagery for critiques
6. Conduct independent material production and theoretical research in digital art media

**Program Outline: 40 credits**

| Course         | Title                                         | Credits |
|----------------|-----------------------------------------------|---------|
| <b>All of:</b> |                                               |         |
| AH 315         | Arts in Context: Contemporary                 | 4       |
| VA 160         | Introduction to Video Production              | 3       |
| VA 161         | Video Production II                           | 3       |
| VA 180         | Digital Photography I                         | 3       |
| VA 271         | New Media I: Introduction to Electronic Media | 3       |
| VA 272         | New Media II: Computational Media Art         | 3       |
| VA 280         | Digital Photography: Advanced Imaging         | 3       |
| VA 283         | Intro to Photography                          | 3       |
| VA 383         | Intermediate Photography                      | 3       |
| <b>One of:</b> |                                               |         |
| VA 331         | Sculpture and Extended Media III              | 3       |

**Commented [AW6]:** Small tweaks made to course lists to reflect changes to VA curriculum since original proposal and to decrease size of concentration to 40 credits (was 52-54)

Outcomes defined

|                |                                              |   |
|----------------|----------------------------------------------|---|
| VA 371         | New Media III: Interactive Art               | 3 |
| <b>One of:</b> |                                              |   |
| VA 332         | Sculpture and Extended Media IV              | 3 |
| VA 372         | New Media IV: Project in New Media           | 3 |
| <b>Two of:</b> |                                              |   |
| VA 365         | Documentary Video Storytelling               | 3 |
| VA 366         | Documentary Video Production                 | 3 |
| VA 431         | Directed Study: Sculpture and Extended Media | 3 |
| VA 432         | Directed Study: Sculpture and Extended Media | 3 |
| VA 471         | Directed Study: New Media                    | 3 |
| VA 472         | Directed Study: New Media                    | 3 |

**Note:** Students may not use a BMA core requirement to meet a concentration requirement. In the case of overlap, students must make an alternative course choice to meet their core requirements.

#### C. **Interactive Media Leadership Concentration**

Managing creative teams, coordinating work flow, and overseeing a large project in new media requires both knowledge of new media production processes and management skills, particularly listening and writing. These skills, however, must be tailored to this particular field, where most projects are done in teams, self-employment is the norm, and projects must be funded through innovative business models. The Interactive Media Leadership program addresses such needs, focusing on problem-solving, facilitation, and persuasive communication, as well as basic creative production processes.

**Graduates of the Interactive Media Leadership Concentration will be able to:**

1. Use appropriate leadership tools, strategies, and techniques for the context, team, and/or project
2. Communicate effectively and persuasively in written, oral, and visual forms
3. Employ effective interpersonal communication skills to build, manage, and lead creative teams
4. Utilize a recognized method of project management and adapt it as needed
5. Facilitate effective team meetings
6. Use design thinking to solve problems

**Program Outline: 37-39 credits**

| Course         | Title                                                | Credits |
|----------------|------------------------------------------------------|---------|
| <b>All of:</b> |                                                      |         |
| CMNS 140       | Interpersonal Communication for the Workplace        | 3       |
| CMNS 235       | Oral Communications                                  | 3       |
| CMNS 251       | Professional Report Writing                          | 3       |
| CMNS 280       | Team and Small Group Communication for the Workplace | 3       |
| CMNS 335       | Advanced Oral Communication for Professionals        | 4       |
| CMNS 445       | Facilitating Skills for the Workplace                | 4       |
| MEDA 469       | Design Thinking for Creative Leadership              | 4       |
| PHIL 100       | Critical Thinking                                    | 3       |

**Commented [AW7]:** Changes made:

- 1.Outcomes defined
- 2.Tweaks made to course requirements to ensure emphasis on leadership and project management skills
- 3.Increased options for students to meet requirements to enhance flexibility of concentration

|                |                                                   |   |
|----------------|---------------------------------------------------|---|
| <b>One of:</b> |                                                   |   |
| MACS/SOC 334   | Cultural Policy                                   | 4 |
| MACS 460       | Issues in the Information Society                 | 4 |
| <b>One of:</b> |                                                   |   |
| CMNS/MACS 212  | Basic Public Relations and Advocacy Communication | 3 |
| CMNS 380       | The Cross-Generational Workplace                  | 3 |
| CMNS 420       | Virtual Team Communication                        | 4 |
| <b>One of:</b> |                                                   |   |
| CMNS 430       | Project Management Communication                  | 4 |
| GD 357         | Digital Project Management                        | 3 |

**Note:** Students may not use a BMA core requirement to meet a concentration requirement. In the case of overlap, students must make an alternative course choice to meet their core requirements.

#### **D. Media and Performance Concentration**

The Media and Performance concentration will provide students with opportunities to explore performance in a range of live, digital and interactive environments. Students will discover how the creation of compelling characters and the development of interesting stories are the foundations for content creation in all media platforms, whether it be performing live, developing a film project, or collaborating on a new videogame design.

**Graduates of the Media and Performance Concentration will be able to:**

1. Create compelling characters for performance in a range of live, digital, and interactive contexts
2. Identify how digital technologies interact with and influence perception and mobility of the human body in performance
3. Integrate social media and digital technologies in performance
4. Apply conventions selected from a range of narrative structures, genres, and styles to generate original content for diverse media platforms
5. Construct relationships between audience, performer, space, and time in a range of live, digital, and interactive environments
6. Apply key theories and methodologies in performance studies and digital performance in analyzing and devising performances

**Program Outline: 37-38 credits**

| Course         | Title                                            | Credits |
|----------------|--------------------------------------------------|---------|
| <b>All of:</b> |                                                  |         |
| THEA 121       | Technical Theatre I                              | 3       |
| THEA 123       | Technical Theatre II                             | 3       |
| THEA 311       | Digital Performance                              | 4       |
| THEA 401       | Contemporary Theories of Theatre and Performance | 4       |
| <b>One of:</b> |                                                  |         |
| THEA 112       | Acting I: Essentials of Acting                   | 3       |
| THEA 250       | Introduction to Storytelling                     | 3       |
| <b>One of:</b> |                                                  |         |

**Commented [AW8]:** Changes made:

- 1.Outcomes defined
- 2.Tweaks made to courses to reflect changes made in THEA and VA since original proposal
- 3.Reduction in required credits from 48 to 37-38

|                |                                                         |   |
|----------------|---------------------------------------------------------|---|
| THEA 203       | History of Theatre and Drama: Antiquity to 1642         | 3 |
| THEA 204       | History of Theatre and Drama: 1642 to 1914              | 3 |
| <b>One of:</b> |                                                         |   |
| THEA 211       | Acting II: Character and Scene Study I                  | 3 |
| THEA 215       | Voice and Body                                          | 3 |
| <b>One of:</b> |                                                         |   |
| VA 160         | Introduction to Video Production                        | 3 |
| VA 161         | Video Production II                                     | 3 |
| VA 231         | Sculpture and Extended Media I                          | 3 |
| VA 271         | New Media I: Introduction to Electronic Media           | 3 |
| VA 272         | New Media II: Computational Media Art                   | 3 |
| <b>One of:</b> |                                                         |   |
| THEA 351       | Directing I                                             | 4 |
| THEA 352       | Devised Theatre I                                       | 4 |
| THEA 451       | Directing II                                            | 4 |
| THEA 452       | Devised Theatre II                                      | 4 |
| <b>One of:</b> |                                                         |   |
| THEA 312       | Acting III: Advanced Scene Study                        | 4 |
| THEA 314       | Postmodern Approaches to Physical Performance           | 4 |
| THEA 315       | Voice and Body II                                       | 4 |
| <b>One of:</b> |                                                         |   |
| ENGL 377       | Creative Writing: Film Adaptation of English Literature | 4 |
| ENGL 378       | Creative Writing: Advanced Screen Writing               | 4 |
| GD 358         | Interactive Portfolio Design                            | 4 |
| VA 331         | Sculpture and Extended Media III                        | 3 |
| VA 365         | Documentary Storytelling                                | 3 |
| VA 366         | Documentary Video Production                            | 3 |
| VA 371         | New Media III: Interactive Art                          | 3 |

**Note:** Students may not use a BMA core requirement to meet a concentration requirement. In the case of overlap, students must make an alternative course choice to meet their core requirements.

#### **E. Screen Studies Concentration**

We spend a large portion of our waking lives staring at or into screens, from the tiny windows on our smartphones to the gigantic projections in IMAX theatres. Screen studies focuses on enabling students to assess the impact that screens in the broadest sense are having on our lives and on society as a whole. Students in this concentration will explore this impact in terms of how their viewing experiences affect thoughts, emotions and behaviours for better or for worse. They will also focus on the other side of the screen to examine how producers create messages that communicate effectively and persuasively to the audiences they want to reach.

**Graduates of the Screen Studies Concentration will be able to:**

1. Describe the dominant discourses, past and present, that frame the development and integration of information and communication technologies in society

**Commented [AW9]:** Changes made:

- 1.Outcomes defined
- 2.Tweaks made to course options to ensure outcomes met and to reflect curriculum changes since original proposal
- 3.Decrease in number of credits required from 45-46 to 34-36

2. Identify the social and cultural dimensions of technology and effectively communicate both potentially positive and negative outcomes and effects
3. Critically assess the theoretical underpinnings associated with “new media” and articulate their relationships within various spheres of human activity
4. Employ a variety of methodological frameworks to investigate social, cultural, and economic dimensions of media and media representations
5. Produce digital video and audio works demonstrating an understanding of, and proficiency in, digital production software
6. Demonstrate an understanding of the legal and ethical considerations associated with the production, consumption, and use of cultural goods

**Program Outline: 34-36 credits**

| Course         | Title                                             | Credits |
|----------------|---------------------------------------------------|---------|
| <b>All of:</b> |                                                   |         |
| ENGL 130       | Introduction to Drama                             | 3       |
| ENGL 208       | Creative Writing: Screenwriting                   | 3       |
| FILM 110       | Introduction to Cinema                            | 3       |
| FILM 120       | The History and Aesthetics of World Cinema        | 3       |
| MACS 110       | Introduction to Communications Theory             | 3       |
| <b>One of:</b> |                                                   |         |
| VA 160         | Introduction to Video Production                  | 3       |
| VA 161         | Video Production II                               | 3       |
| VA 231         | Sculpture and Extended Media I                    | 3       |
| VA 271         | New Media I: Introduction to Electronic Media     | 3       |
| VA 272         | New Media II: Computational Media Art             | 3       |
| <b>Two of:</b> |                                                   |         |
| AH 205         | Art Practices and Popular Culture                 | 3       |
| MACS 210       | History of Communication                          | 3       |
| MACS 215       | Advertising as Social Communication               | 3       |
| MACS 221       | Media and Popular Cultures                        | 3       |
| MACS 230       | Cultural Industries in Canada                     | 3       |
| MACS 240       | Media, Money, and Power                           | 3       |
| MACS 267       | Signs and Meaning: Introduction to Semiotics      | 3       |
| <b>One of:</b> |                                                   |         |
| ENGL 377       | Creative Writing: Film Adaptations of English Lit | 4       |
| ENGL 378       | Creative Writing: Advanced Screenwriting          | 4       |
| GD 358         | Interactive Portfolio Design                      | 3       |
| THEA 311       | Digital Performance                               | 4       |
| VA 331         | Sculpture and Extended Media III                  | 3       |
| VA 365         | Documentary Video Storytelling                    | 3       |
| <b>Two of:</b> |                                                   |         |
| ANTH/MACS 375  | Indian Mediascapes                                | 4       |
| AH 314         | Arts in Context: Modernism                        | 4       |
| AH 315         | Arts in Context: Contemporary                     | 4       |
| AH 316         | Arts in Context: Gender, Art, and Society         | 4       |

|          |                                             |   |
|----------|---------------------------------------------|---|
| AH 320   | Art and Culture: Special Topics             | 4 |
| AH 321   | Canada Contact Zone                         | 4 |
| AH 330   | Museum Principles and Practices             | 4 |
| FILM 310 | Introduction to Film Theory                 | 3 |
| MACS 350 | Critical Studies in Digital Media in Canada | 4 |
| MACS 337 | Taste and Culture                           | 4 |
| MACS 350 | Critical Studies in Digital Media in Canada | 4 |
| MACS 385 | Television and Social Values                | 4 |
| MACS 399 | Special Topics in Media and Communication   | 4 |

**Note:** Students may not use a BMA core requirement to meet a concentration requirement. In the case of overlap, students must make an alternative course choice to meet their core requirements.

### **Program regulations**

**Course Repeat policy (86):** Students may not register for a course more than twice without the permission of the department head/director for the discipline or their designate. All attempts will be recorded on the transcript, but only the highest grade will be included in the GPA. Transfer courses are considered in the number of attempts. A “W” or “AU” course is not counted as a duplication. Multiple repeats of the same course count as a single duplication.

**Undergraduate Continuance policy (92):** Students must have a CGPA of at least 2.00 to remain in good academic standing. Failure to meet or maintain a 2.00 will result in restrictions on registration and may lead to academic suspension.

- **Readmission:** Students required to withdraw from the program may apply for re-admission if they can raise their cumulative GPA to 2.0 in a subsequent semester, and will be admitted ahead of other applicants.

**Subsequent and Concurrent Bachelor Degree policy (98):** Students who have already completed a degree at the bachelor’s level may be granted an additional bachelor’s degree provided that the two degrees are different, and that the student has met the program requirements. No more than seventy-five percent (75%) of the credits required for the additional degree may be applied from any previous degree. At least thirty (30) upper-level (300-400) credits for the subsequent degree must be taken at UFV.

**Transfer Credit policy (107) and Prior Learning Assessment and Recognition (PLAR) policy (94):** Students who successfully complete academic course work at another post-secondary institution can transfer this credit to UFV to satisfy BMA degree requirements. They can also earn academic credit through an assessment of prior learning.

### **Residency**

Of the 120 credits for the BMA, at least 30 must be completed at UFV.

Of the 45 upper-level credits required as part of the 120, at least 24 must be completed at UFV.

At least 50% of the upper-level requirements for a concentration must be completed at UFV.

### **Graduation**

Students are responsible for ensuring they are eligible to graduate, and should regularly consult with an Academic Advisor. To be eligible to graduate, students must have:

- Completed the BMA program with a minimum CGPA of 2.0;
- Completed all the requirements of their concentration with a minimum CGPA of 2.0;
- Earned a minimum CGPA of 2.0 in all upper-level courses required for graduation;
- No more than five course duplications (with the exception of THEA 199 and THEA 299 when a grade of D or higher is achieved); and
- Completed all requirements for the degree within seven years of admission.

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

**UEC MEETING DATES AND AGENDA DEADLINES 2017/18**

UEC meetings generally take place in week 4 of the UFV meeting schedule. All agenda exhibits must be submitted to the UEC office by **12 noon** on the deadline date.

| <b>Meeting Dates<br/>&amp; Room</b>                     | <b>Agenda Exhibit Deadline<br/>(12:00 pm)</b> |
|---------------------------------------------------------|-----------------------------------------------|
| <b>Tentative date: September 1, 2017</b><br>TBD — 10 am | UEC meeting, followed by UEC retreat          |
| <b>September 29, 2017</b><br>A225 — 10 am               | September 20, 2017                            |
| <b>October 27, 2017</b><br>A225 — 10 am                 | October 18, 2017                              |
| <b>November 24, 2017</b><br>A225 — 10 am                | November 15, 2017                             |
| <b>December 15, 2017*</b><br>A225 — 10 am               | December 6, 2017                              |
| <b>January 26, 2018</b><br>A225 — 10 am                 | January 17, 2018                              |
| <b>February 23, 2018</b><br>A225 — 10 am                | February 14, 2018                             |
| <b>March 23, 2018</b><br>A225 — 10 am                   | March 14, 2018                                |
| <b>April 20, 2018</b><br>A225 — 10 am                   | April 11, 2018                                |
| <b>May 18, 2018</b><br>A225 — 10 am                     | May 9, 2018                                   |
| <b>June 15, 2018</b><br>A225 — 10 am                    | June 6, 2018                                  |

\*Please note that this meeting will take place in week 3 of the UFV meeting schedule.

## UNDERGRADUATE EDUCATION COMMITTEE MEMBERSHIP 2017/18



| AREA REPRESENTED                                            | TERMS OF OFFICE          | MEMBER                                                      |
|-------------------------------------------------------------|--------------------------|-------------------------------------------------------------|
| <b>Voting Members</b>                                       |                          |                                                             |
| Vice-Chair, Registrar (or designate)                        | Ongoing                  | David Johnston                                              |
| <b>9 faculty members, at least 2 from Senate</b>            |                          |                                                             |
| Faculty (senator)                                           | 08-01-2015 to 07-31-2018 | Maria Bos-Chan, Faculty of Access and Continuing Education  |
| Faculty (senator)                                           | 08-01-2016 to 07-31-2019 | Teresa Arroliga Piper, Faculty of Humanities                |
| Faculty                                                     | 08-01-2016 to 07-31-2018 | Samantha Pattridge, Faculty of Humanities                   |
| Faculty                                                     | 08-01-2016 to 07-31-2018 | Emilio Landolfi, Faculty of Health Sciences                 |
| Faculty                                                     | 08-01-2016 to 07-31-2018 | Adrianna Bakos, Faculty of Humanities                       |
| Faculty                                                     | 08-01-2016 to 07-31-2018 | Eric Spalding, Faculty of Social Sciences                   |
| Faculty                                                     | 08-01-2016 to 07-31-2018 | Nancy Goad, Faculty of Health Sciences                      |
| Faculty                                                     | 08-01-2016 to 07-31-2018 | Ben Vanderlei, Faculty of Science                           |
| Faculty                                                     | 08-01-2016 to 07-31-2018 | Ceilidh Hart, Faculty of Humanities                         |
| <b>2 deans or associate deans</b>                           |                          |                                                             |
| Dean                                                        | 08-01-2015 to 07-31-2018 | John English, Faculty of Applied & Technical Studies        |
| Dean                                                        | 08-01-2015 to 07-31-2018 | Sue Brigden, Faculty of Access and Continuing Education     |
| <b>1 academic advisor</b>                                   | 08-01-2016 to 07-31-2018 | Rhonda Colwell, Academic Advisor                            |
| <b>1 staff</b>                                              | 08-01-2016 to 07-31-2018 | Simon Xi, UVF International                                 |
| <b>2 undergraduate students</b>                             |                          |                                                             |
| Student (senator)                                           | 08-01-2017 to 07-31-2018 | Dildar Singh Viridi, Faculty of Applied & Technical Studies |
| Student                                                     | 08-01-2016 to 07-31-2018 | Arashpreet Tamber, BSc                                      |
| Director, Teaching and Learning (or designate)              | Ongoing                  | Mary Saudelli (designate)                                   |
| University Librarian (or designated librarian) (ex officio) | Ongoing                  | Heather Compeau (designate)                                 |
| <b>Ex-Officio Non-Voting Members</b>                        |                          |                                                             |
| Provost & Vice-President, Academic (or designate)           | Ongoing                  | Peter Geller (designate to July 31, 2018)                   |
| AVP, Engagement & Graduate Studies (or designate)           | Ongoing                  | Kirsten Robertson (designate)                               |
| Executive Director, International Education                 | Ongoing                  | David McGuire                                               |
| Senior Advisor on Indigenous Affairs                        | Ongoing                  | Shirley Hardman                                             |
| Manager, Enrolment Planning                                 | Ongoing                  | Donna Alary                                                 |
| AVP, Institutional Research and Integrated Planning         | Ongoing                  | Vladimir Dvoracek                                           |
| Director, Advising Centre                                   | Ongoing                  | Elaine Newman                                               |
| Coordinator, Program Development and Quality Assurance      | Ongoing                  | Bruce Kirkley                                               |
| <b>Administrative Support</b>                               |                          |                                                             |
| UEC Assistant/Calendar Editor, Office of the Registrar      |                          | Amanda Grimson                                              |

CURRENT MEMBERSHIP: 25 members - 18 voting members and 7 non-voting members

Current as of March 13, 2017

**Quorum: Fifty percent (50%) of voting membership** (not including vacancies)



**Excerpt from the Minutes**  
**Regular - In-Camera Meeting**  
**Board of Governors**  
University of the Fraser Valley

**18-May-2017**

---

**RESOLUTION 032/17**

THAT the UFV Board of Governors approve the discontinuance of the Medical Imaging Clinical Support Worker certificate in the Faculty of Access and Continuing Education.

J. P. Goodrich/S. Brar

**CARRIED**



**Excerpt from the Minutes**  
**Regular - In-Camera Meeting**  
**Board of Governors**  
University of the Fraser Valley

**18-May-2017**

---

**RESOLUTION 032/17**

THAT the UFV Board of Governors approve the discontinuance of the Parts and Warehousing certificate in the Faculty of Applied and Technical Studies.

J. P. Goodrich/S. Brar

**CARRIED**



**Excerpt from the Minutes**  
**Regular - In-Camera Meeting**  
**Board of Governors**  
University of the Fraser Valley

**18-May-2017**

---

**RESOLUTION 032/17**

THAT the UFV Board of Governors approve the discontinuance of the Pharmacy Technician certificate in the Faculty of Access and Continuing Education.

J. P. Goodrich/S. Brar

**CARRIED**



## MEMO

To: UEC  
From: Randy Kelley, Director School of Trades  
Date: June 16, 2017  
Re: Harmonization – **Automotive Service Technician** and **Carpentry**

---

As information for UEC, we have received an Official Program Standards Notification (OPSN) from the ITA that pertains to the Automotive Service Technician and Carpentry programs offered at UFV. These mandated changes resulting from the Pan-Canadian Harmonization Initiative (attached) come into effect March 31, 2017 but will effectively come into place for our programs starting in September 2017.

The intent of the Harmonization Initiative is to align the sequence of technical education provided to apprentices across the nation. This initiative was launched by the Canadian Council of Directors of Apprenticeship in Fall of 2013, and is endorsed by both federal and provincial regulating bodies.

Please find attached for **Automotive Service Technician**:

- ✓ OPSN 2017 002 (Official Program Standards Notification)
- ✓ Training Transition Plan
- ✓ Automotive Transition Map
- ✓ Training Transition Schedule
- ✓ Training Topics and Time Allocations (Foundation (Level 1) and Apprenticeship L1-L4)
- ✓ Grading Sheets: Subject Competency and Weighting

Additional Materials included:

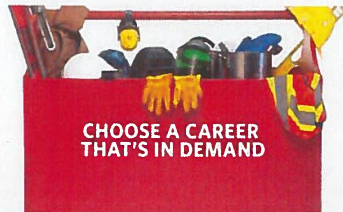
- ✓ AST Program Outline (Apprenticeship)
- ✓ AST Program Outline (Foundation)

Please find attached for **Carpentry**:

- ✓ OPSN 2016 009
- ✓ Training Transition Plan
- ✓ Carpenter Transition Map
- ✓ Training Topics and Time Allocations (Foundation (Level 1-2) and Apprenticeship L1-L4)
- ✓ Grading Sheets: Subject Competency and Weighting

Additional Materials included:

- ✓ Carpentry Program Outline (Apprenticeship)



**PAN-CANADIAN HARMONIZATION INITIATIVE**  
**CANADIAN COUNCIL OF DIRECTORS OF APPRENTICESHIP HARMONIZATION INITIATIVE**

The Canadian Council of Directors of Apprenticeship (CCDA) is responsible for the Red Seal Program, which develops common interprovincial standards and examinations. The CCDA is undertaking the Harmonization Initiative in 30 Red Seal trades by 2020. British Columbia is an active participant in this initiative.

The goal is to substantively align apprenticeship systems across Canada by making apprenticeship training requirements more consistent in the Red Seal trades.

As part of this work, the CCDA identified the following harmonization priorities in consultation with industry and training stakeholders:

1. Use the Red Seal trade name.
2. Consistent number of training levels.
3. Consistent total trade hours (in-school and on-the-job).
4. More consistent technical training.

**PHASE 1 - RED SEAL TRADES SELECTED FOR HARMONIZATION**

Strong industry and stakeholder engagement has resulted in significant progress in harmonizing the first group of Red Seal trades. Changes are being implemented in most jurisdictions for the following trades, with apprenticeship intake planned for September 2016 & March 2017:

- Carpenter (March)
- Welder (March)
- Metal Fabricator (Fitter) (March)
- Ironworker (Generalist) (September)
- Ironworker (Reinforcing) (September)
- Mobile Crane Operator (September)
- Tower Crane Operator (September)

**PHASE 2 - 8 RED SEAL TRADES SELECTED FOR HARMONIZATION**

Moving forward, the CCDA will focus on the following eight trades, aiming to harmonize the training in most jurisdictions by September 2017:

- Automotive Service Technician
- Construction Electrician
- Heavy Duty Equipment Technician
- Industrial Electrician

- Industrial Mechanic (Millwright)
- Plumber
- Steamfitter/Pipefitter
- Truck and Transport Mechanic

**PHASE 3 - 5 RED SEAL TRADES IMPLEMENTED BY SEPTEMBER 2018**

- Boilermaker
- Sprinkler System Installer
- Concrete Finisher
- Landscape Horticulturist
- Sheet Metal Worker

**PHASE 4 - 5 RED SEAL TRADES IMPLEMENTED BY SEPTEMBER 2019**

- Rig Technician
- Refrigeration and Air Conditioning Mechanic
- Insulator (Heat and Frost)
- Machinist
- Tool and Die Maker

**PHASE 5 - 5 RED SEAL TRADES IMPLEMENTED BY SEPTEMBER 2020**

- Cook
- Powerline Technician
- Motor Vehicle Body Repairer (Metal and Paint)
- Automotive Painter
- Hairstylist

**CONSULTATION PROCESS**

The Pan-Canadian Harmonization initiative involves discussion and consultation with industry stakeholders connected to each trade. For each Red Seal trade, industry is engaged at the national and provincial/territorial levels to propose and validate recommendations for harmonization. These consultations take the form of face to face meetings, webinars and electronic information distribution.

ITA begins each round of Red Seal harmonization activity with a survey that is distributed to every sponsor registered by trade. This survey explains the recommendations being made to the CCDA as they apply to trade name, number of training levels and total trade hours across Canada. Sponsors are invited to complete the survey and these results are summarized and shared at the National level, compared with other provinces and contribute to a draft Red Seal Occupational Standard. Interested Sponsors and Training Providers then have the opportunity to participate in further discussion around the sequencing of technical training content through national webinars and provincial workshops.



OFFICIAL PROGRAM STANDARDS NOTIFICATION (OPSN)

Issued: February 27, 2017

Program: Automotive Service Technician

**To:** ITA Training Providers  
Articulation Chair  
System Liaison Person  
School Districts

**Subject:** Automotive Service Technician (AST) Program Update

**OPSN No.:** OPSN 2017 002

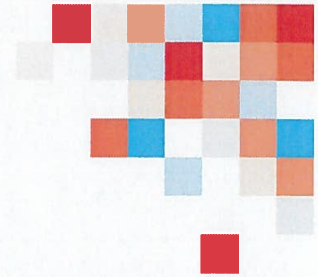
**Effective Date:** September 1, 2017

**Summary of Change:** Please be advised that a new Program Outline has been posted to the Industry Training Authority (ITA) [website](#). For details, please see **Automotive Service Technician Program Outline Review Details** (attached).

Please note, the following changes have been made to the AST program in BC:

- The final level will be called Automotive Service Technician (not AST 4)
- **An increase in work-based training (WBT) hours:** from 6,000 hours to 6,360 hours
- **An increase in the hours of technical training:** 30 hours at Level 2 and 30 hours at Level 4

**Rationale:** The AST National Occupational Standard (NOA, 2011) was reviewed and updated as part of **the Harmonization Initiative** (see *General Information* below for more details). After a series of consultations, workshops and pan-Canadian webinars, a new Red Seal Occupational Standard (RSOS) was developed to replace the NOA, including the following finalized priorities for AST:



| AST                                                           | Changing in BC? | What will it be?                              |
|---------------------------------------------------------------|-----------------|-----------------------------------------------|
| TRADE NAME                                                    | YES             | Automotive Service Technician*                |
| NUMBER OF TRAINING LEVELS                                     | NO              | 4                                             |
| TOTAL HOURS<br><small>Technical + work-based training</small> | YES             | 7200 hours<br><small>Increased by 420</small> |
| TRAINING SEQUENCE<br><small>order of subjects taught</small>  | YES             | Some changes to sequence                      |

\* BC will maintain the progressive credential model (i.e. a Certificate of Qualification at each of the 4 levels), but the final certificate will be called Automotive Service Technician, not Automotive Service Technician (AST 4).

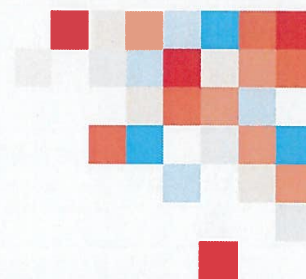
The revised RSOS and the finalized harmonization recommendations triggered a full program review in BC. As part of this program review and because of the change to the content mandated by the RSOS, a training duration analysis was also conducted, followed by industry consultation.

**Details:**

A review of the BC AST Program to align it to the (draft) RSOS was conducted in September 2016. During the Program Outline review, a need for more technical training time was identified. A training duration analysis was conducted and resulted in a proposal to increase the hours as detailed in the attached document, ***AST Total Training Time: Details.***

Subsequently, ITA consulted more broadly with industry and this consultation validated the need for more technical training time. **The increase has been approved and will be in effect as of September 1, 2017.**

ITA will be working with the training providers to identify strategies for transitioning to the harmonized program. ITA is also working on a communication plan to inform apprentices and employers of the changes to the program.



#### GENERAL INFORMATION: The Harmonization Initiative

At the request of industry, the Canadian Council of Directors of Apprenticeship (CCDA)'s Harmonization Initiative was launched in Fall 2013, and endorsed by the Forum of Labour Market Ministers (FLMM) in 2014. The goal of Harmonization is to *substantively align* apprenticeship systems across Canada by making apprenticeship training requirements more consistent in Red Seal trades.

In consultation with stakeholders, the CCDA identified four harmonization priorities:

1. Use of Red Seal trade name
2. Consistent total training hours (in-school and on-the-job)
3. Same number of training levels
4. Consistent sequencing of training content, including use of most recent National Occupational Analysis.

For more information on the Harmonization Initiative, please visit our website at <http://www.itabc.ca/our-trades-training-system/pan-canadian-harmonization-initiative>.

**Attachments:** *Automotive Service Technician Program Outline Review Details*

This attachment provides details of the revisions made to the AST Program Outline during the review process.

***AST Total Training Time: Details***

This attachment provides details of the increased technical training time and work-based training time.

**For more information contact:** Kathryn Rockwell  
Program Development Officer  
email: [krockwell@itabc.ca](mailto:krockwell@itabc.ca)

**cc:** All Staff

**Automotive Service Technician (AST) Harmonization  
Training Hours Details**

The following changes to training time for AST will come into effect **September 1, 2017**:

- Increased technical training hours in order to accommodate content added to the Red Seal Occupational Standard (RSOS) (**increase of 30 hours at Level 2 and 30 hours at Level 4**)
- Increased work-based training (WBT) hours in order to align with the harmonized standard of 7,200 hours of total training (**increase of 360 hours**)

**Apprenticeship Pathway**

| <b>Current Program</b>              | <b>Hours</b> |
|-------------------------------------|--------------|
| Technical Training                  | 780          |
| Level 1 = 210 hours                 |              |
| Level 2 = 180 hours                 |              |
| Level 3 = 210 hours                 |              |
| Level 4 = 180 hours                 |              |
| Work-based Training Hours           | 6,000        |
| <b>Current Total Training Hours</b> | <b>6,780</b> |

| <b>Harmonized Program</b>              |              |
|----------------------------------------|--------------|
| Technical Training                     | 840          |
| Level 1 = 210 hours                    |              |
| <b>Level 2 = 210 hours</b>             |              |
| Level 3 = 210 hours                    |              |
| <b>Level 4 = 210 hours</b>             |              |
| Work-based Training Hours              | 6,360        |
| <b>Harmonized Total Training Hours</b> | <b>7,200</b> |

**Challenge Pathway and Sign-off Authority**

| <b>Current Program</b>                    | <b>Hours</b> |
|-------------------------------------------|--------------|
| Work-based Training Hours                 | 6,000        |
| ITA Formula for Calculating Challenge WBT | X 1.5        |
| <b>Current Challenge WBT Hours</b>        | <b>9,000</b> |

| <b>Harmonized Program</b>                 | <b>Hours</b> |
|-------------------------------------------|--------------|
| Harmonized Work-based Training Hours      | 6,360        |
| ITA Formula for Calculating Challenge WBT | X 1.5        |
| <b>Harmonized Challenge WBT Hours</b>     | <b>9,540</b> |

January 19, 2017



Automotive Service Technician (AST) Program Outline Review Details

Key  
Blue Text = Content moved to new level  
Green Text = New content added

Summary - Competency Migration

Overall: The Red Seal Occupational Standard (RSOS) includes technology from vehicles from the year 2000 and later. The Occupational Analysis Charts (OACs) for AST have been combined and aligned to the Red Seal Occupational Standard. Therefore, all of the competencies have been renamed and restructured. This chart shows the finalized competency distribution for the Harmonized AST program. It summarizes the major changes to the competencies, specifically the level they are taught in and any new competencies that were added.

| AST HARMONIZED LEVEL 1 |                                                                  | AST HARMONIZED LEVEL 2 |                                            | AST HARMONIZED LEVEL 3 |                                            | AST HARMONIZED LEVEL 4 |                                            |
|------------------------|------------------------------------------------------------------|------------------------|--------------------------------------------|------------------------|--------------------------------------------|------------------------|--------------------------------------------|
| Line A                 | Perform Safety-Related Functions                                 | Line A                 | Perform Safety-Related Functions           | Line A                 | Perform Safety-Related Functions           | Line A                 | Perform Safety-Related Functions           |
|                        | A1: Maintain safe work environment                               |                        |                                            |                        |                                            |                        |                                            |
|                        | A2: Use personal protective equipment (PPE) and safety equipment |                        |                                            |                        |                                            |                        |                                            |
| Line B                 | Use Tools, Equipment and Documentation                           | Line B                 | Use Tools, Equipment and Documentation     | Line B                 | Use Tools, Equipment and Documentation     | Line B                 | Use Tools, Equipment and Documentation     |
|                        | B1: Use tools and equipment                                      |                        |                                            |                        |                                            |                        |                                            |
|                        | B2: Use fasteners, tubing, hoses and fittings                    |                        |                                            |                        |                                            |                        |                                            |
|                        | B3: Use hoisting and lifting equipment                           |                        |                                            |                        |                                            |                        |                                            |
|                        | B4: Use technical information                                    |                        |                                            |                        |                                            |                        |                                            |
| Line C                 | Use Communication and Mentoring Techniques                       | Line C                 | Use Communication and Mentoring Techniques | Line C                 | Use Communication and Mentoring Techniques | Line C                 | Use Communication and Mentoring Techniques |
|                        | C1: Use communication techniques                                 |                        |                                            |                        |                                            |                        |                                            |
|                        |                                                                  |                        |                                            |                        |                                            | New                    | C2: Use mentoring techniques               |
| Line D                 | Diagnose and Repair Engine Systems                               | Line D                 | Diagnose and Repair Engine Systems         | Line D                 | Diagnose and Repair Engine Systems         | Line D                 | Diagnose and Repair Engine Systems         |
|                        |                                                                  |                        | D1: Diagnose and repair cooling systems    |                        |                                            |                        |                                            |



## Automotive Service Technician (AST) Program Outline Review Details

| AST HARMONIZED LEVEL 1 |                                                     | AST HARMONIZED LEVEL 2 |                                                     | AST HARMONIZED LEVEL 3 |                                                                      | AST HARMONIZED LEVEL 4     |                                                                    |
|------------------------|-----------------------------------------------------|------------------------|-----------------------------------------------------|------------------------|----------------------------------------------------------------------|----------------------------|--------------------------------------------------------------------|
|                        |                                                     |                        | D2: Diagnose and repair lubricating systems         |                        |                                                                      |                            |                                                                    |
|                        |                                                     |                        | D3: Diagnose and repair engine assembly             |                        |                                                                      |                            |                                                                    |
|                        |                                                     |                        | D4: Diagnose and repair accessory drive systems     |                        |                                                                      |                            |                                                                    |
| Line E                 | Diagnose and Repair Gasoline Engine Support Systems | Line E                 | Diagnose and Repair Gasoline Engine Support Systems | Line E                 | Diagnose and Repair Gasoline Engine Support Systems                  | Line E                     | Diagnose and Repair Gasoline Engine Support Systems                |
|                        |                                                     |                        |                                                     |                        | E1: Diagnose and repair advanced wiring and electronics              |                            |                                                                    |
|                        |                                                     |                        |                                                     |                        | E2: Diagnose and repair gasoline fuel delivery and injection systems |                            |                                                                    |
|                        |                                                     |                        |                                                     |                        | E3: Diagnose and repair gasoline ignition systems                    |                            |                                                                    |
|                        |                                                     |                        |                                                     |                        | E4: Diagnose and repair engine management systems                    |                            |                                                                    |
|                        |                                                     |                        |                                                     | L2 → L3                | E5: Diagnose and repair gasoline intake and exhaust systems          |                            |                                                                    |
|                        |                                                     |                        |                                                     |                        | E6: Diagnose and repair gasoline emissions control systems           |                            |                                                                    |
| Line F                 | Diagnose and Repair Diesel Engine Support Systems   | Line F                 | Diagnose and Repair Diesel Engine Support Systems   | Line F                 | Diagnose and Repair Diesel Engine Support Systems                    | Line F                     | Diagnose and Repair Diesel Engine Support Systems                  |
|                        |                                                     |                        |                                                     |                        |                                                                      | Enhanced and moved L3 → L4 | F1: Diagnose and repair diesel fuel delivery and injection systems |
|                        |                                                     |                        |                                                     |                        |                                                                      | Enhanced and moved L2 → L4 | F2: Diagnose and repair diesel intake and exhaust systems          |
|                        |                                                     |                        |                                                     |                        |                                                                      | Enhanced and moved L3 → L4 | F3: Diagnose and repair diesel emission control systems            |



## Automotive Service Technician (AST) Program Outline Review Details

| AST HARMONIZED LEVEL 1 |                                                                     | AST HARMONIZED LEVEL 2 |                                                                     | AST HARMONIZED LEVEL 3 |                                                       | AST HARMONIZED LEVEL 4 |                                                                |
|------------------------|---------------------------------------------------------------------|------------------------|---------------------------------------------------------------------|------------------------|-------------------------------------------------------|------------------------|----------------------------------------------------------------|
| Line G                 | Diagnose and Repair Vehicle Networking Systems                      | Line G                 | Diagnose and Repair Vehicle Networking Systems                      | Line G                 | Diagnose and Repair Vehicle Networking Systems        | Line G                 | Diagnose and Repair Vehicle Networking Systems                 |
|                        |                                                                     |                        |                                                                     |                        | G1: Identify type of networking system                |                        |                                                                |
|                        |                                                                     |                        |                                                                     | New                    | G2: Diagnose and repair networking systems            |                        |                                                                |
| Line H                 | Diagnose and Repair Driveline Systems                               | Line H                 | Diagnose and Repair Driveline Systems                               | Line H                 | Diagnose and Repair Driveline Systems                 | Line H                 | Diagnose and Repair Driveline Systems                          |
| L1 ← L4                | H1: Diagnose and repair drive shafts and axles                      |                        |                                                                     |                        |                                                       |                        |                                                                |
|                        |                                                                     | L2 ← L4                | H2: Diagnose and repair manual transmissions and transaxles         |                        |                                                       |                        |                                                                |
|                        |                                                                     |                        |                                                                     |                        |                                                       |                        | H3: Diagnose and repair automatic transmissions and transaxles |
|                        |                                                                     | L2 ← L4                | H4: Diagnose and repair clutches                                    |                        |                                                       |                        |                                                                |
|                        |                                                                     |                        |                                                                     | L3 ← L4                | H5: Diagnose and repair mechanical transfer cases     |                        |                                                                |
|                        |                                                                     |                        |                                                                     |                        |                                                       |                        | H6: Diagnose and repair all-wheel drive (AWD) systems          |
|                        |                                                                     | L2 ← L4                | H7: Diagnose and repair final drive assemblies                      |                        |                                                       |                        |                                                                |
| Line I                 | Diagnose and Repair Electrical Systems and Components               | Line I                 | Diagnose and Repair Electrical Systems and Components               | Line I                 | Diagnose and Repair Electrical Systems and Components | Line I                 | Diagnose and Repair Electrical Systems and Components          |
|                        | I1: Diagnose and repair basic wiring and electrical systems         |                        |                                                                     |                        |                                                       |                        |                                                                |
|                        | I2: Diagnose and repair starting and charging systems and batteries |                        | I2: Diagnose and repair starting and charging systems and batteries |                        |                                                       |                        |                                                                |
|                        |                                                                     |                        | I3: Diagnose and repair lighting and wiper systems                  |                        |                                                       |                        |                                                                |



## Automotive Service Technician (AST) Program Outline Review Details

| AST HARMONIZED LEVEL 1 |                                                                                                               | AST HARMONIZED LEVEL 2 |                                                                                                               | AST HARMONIZED LEVEL 3 |                                                                                                               | AST HARMONIZED LEVEL 4 |                                                                                                               |
|------------------------|---------------------------------------------------------------------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------|
|                        |                                                                                                               |                        |                                                                                                               | L2 → L3                | I4: Diagnose and repair electrical options and accessories                                                    |                        |                                                                                                               |
|                        |                                                                                                               |                        |                                                                                                               |                        |                                                                                                               | L2 → L4                | I5: Diagnose and repair instrumentation, entertainment systems and displays                                   |
| Line J                 | Diagnose and Repair Heating, Ventilation and Air Conditioning (HVAC) and Comfort Control Systems              | Line J                 | Diagnose and Repair Heating, Ventilation and Air Conditioning (HVAC) and Comfort Control Systems              | Line J                 | Diagnose and Repair Heating, Ventilation and Air Conditioning (HVAC) and Comfort Control Systems              | Line J                 | Diagnose and Repair Heating, Ventilation and Air Conditioning (HVAC) and Comfort Control Systems              |
|                        |                                                                                                               |                        |                                                                                                               |                        |                                                                                                               | L2 → L4                | J1: Diagnose and repair air flow control and heating systems                                                  |
|                        |                                                                                                               |                        |                                                                                                               |                        |                                                                                                               | L2 → L4                | J2: Diagnose and repair refrigerant systems                                                                   |
| Line K                 | Diagnose and Repair Steering and Suspension, Braking, Control Systems, Tires, Wheels, Hubs and Wheel Bearings | Line K                 | Diagnose and Repair Steering and Suspension, Braking, Control Systems, Tires, Wheels, Hubs and Wheel Bearings | Line K                 | Diagnose and Repair Steering and Suspension, Braking, Control Systems, Tires, Wheels, Hubs and Wheel Bearings | Line K                 | Diagnose and Repair Steering and Suspension, Braking, Control Systems, Tires, Wheels, Hubs and Wheel Bearings |
|                        | K1: Diagnose and repair steering and control systems                                                          | L1 → L2                | K1: Diagnose and repair steering and control systems                                                          |                        |                                                                                                               |                        |                                                                                                               |
|                        | K2: Diagnose and repair suspension and control systems                                                        | L1 → L2                | K2: Diagnose and repair suspension and control systems                                                        |                        |                                                                                                               |                        |                                                                                                               |
|                        | K3: Diagnose and repair braking and control systems                                                           | L1 → L2                | K3: Diagnose and repair braking and control systems                                                           |                        |                                                                                                               |                        |                                                                                                               |
|                        | K4: Diagnose and repair tires, wheels, hubs and wheel bearings                                                |                        |                                                                                                               |                        |                                                                                                               |                        |                                                                                                               |
| Line L                 | Diagnose and Repair Restraint Systems, Body Components, Accessories and Trim                                  | Line L                 | Diagnose and Repair Restraint Systems, Body Components, Accessories and Trim                                  | Line L                 | Diagnose and Repair Restraint Systems, Body Components, Accessories and Trim                                  | Line L                 | Diagnose and Repair Restraint Systems, Body Components, Accessories and Trim                                  |
|                        |                                                                                                               |                        |                                                                                                               |                        |                                                                                                               | L2 → L4                | L1: Diagnose and repair restraint systems                                                                     |
|                        | L2: Diagnose and repair wind noises, rattles and water leaks                                                  |                        |                                                                                                               |                        |                                                                                                               |                        |                                                                                                               |



Automotive Service Technician (AST) Program Outline Review Details

| AST HARMONIZED LEVEL 1 |                                                                                | AST HARMONIZED LEVEL 2 |                                                       | AST HARMONIZED LEVEL 3 |                                                       | AST HARMONIZED LEVEL 4 |                                                                  |
|------------------------|--------------------------------------------------------------------------------|------------------------|-------------------------------------------------------|------------------------|-------------------------------------------------------|------------------------|------------------------------------------------------------------|
|                        | L3: Diagnose and repair interior and exterior components, accessories and trim |                        |                                                       |                        |                                                       |                        |                                                                  |
|                        | L4: Diagnose and repair latches, locks and movable glass                       |                        |                                                       |                        |                                                       |                        |                                                                  |
| Line M                 | Diagnose and Repair Hybrid and Electric Vehicles (EV)                          | Line M                 | Diagnose and Repair Hybrid and Electric Vehicles (EV) | Line M                 | Diagnose and Repair Hybrid and Electric Vehicles (EV) | Line M                 | Diagnose and Repair Hybrid and Electric Vehicles (EV)            |
| L1 ← L2                | M1: Implement specific safety protocols for hybrid and electric vehicles (EV)  |                        |                                                       |                        |                                                       |                        |                                                                  |
|                        |                                                                                |                        |                                                       |                        |                                                       | Enhanced               | M2: Diagnose and repair hybrid and electric vehicle (EV) systems |
|                        |                                                                                |                        |                                                       |                        |                                                       |                        |                                                                  |



Automotive Service Technician (AST) Program Outline Review Details

Key  
Blue Text = Content moved to new level  
Green Text = New content added  
Red Text = Removed

Details of Changes

Overall: The Red Seal Occupational Standard (RSOS) includes technology from vehicles from the year 2000 and later. The Occupational Analysis Charts (OACs) for AST have been combined and aligned to the Red Seal Occupational Standard. Therefore, all of the competencies have been renamed and restructured. The following provides a side by side comparison with notes of major changes.

|        | Current Level 1                  |        | Harmonized Level 1                                           | Description of Changes              |
|--------|----------------------------------|--------|--------------------------------------------------------------|-------------------------------------|
| Line A | WORKPLACE SAFETY                 | Line A | PERFORM SAFETY-RELATED FUNCTIONS                             |                                     |
| A1     | Describe WorkSafeBC regulations  | A1     | Maintain safe work environment                               | Re-structured and renamed           |
| A2     | Describe WHMIS regulations       | A2     | Use personal protective equipment (PPE) and safety equipment | Re-structured and renamed           |
| A3     | Describe safe vehicle operation  |        |                                                              | Re-structured and renamed           |
| A4     | Demonstrate safe work practices  |        |                                                              | Re-structured and renamed           |
| Line B | EMPLOYABILITY SKILLS             |        |                                                              |                                     |
| B1     | Describe business practices      |        |                                                              | Removed/ teach in context of tasks  |
| B2     | Demonstrate communication skills |        |                                                              | Moved to Line C                     |
| Line C | TOOLS AND EQUIPMENT              | Line B | USE TOOLS, EQUIPMENT AND DOCUMENTATION                       | Tools and Equipment moved to Line B |
| C1     | Use hand tools                   | B1     | Use tools and equipment                                      | Re-structured and renamed           |
| C2     | Use measuring instruments        | B2     | Use fasteners, tubing, hoses and fittings                    | Re-structured and renamed           |
| C3     | Use power tools                  | B3     | Use hoisting and lifting equipment                           | Re-structured and renamed           |
| C4     | Use fasteners                    | B4     | Use technical information                                    | Re-structured and renamed           |
| C5     | Use shop tools and equipment     |        |                                                              | Re-structured and renamed           |
| C6     | Use reference resources          |        |                                                              | Re-structured and renamed           |
|        |                                  | Line C | USE COMMUNICATION AND MENTORING TECHNIQUES                   |                                     |



## Automotive Service Technician (AST) Program Outline Review Details

|               | Current Level 1                       |    | Harmonized Level 1           | Description of Changes                                                   |
|---------------|---------------------------------------|----|------------------------------|--------------------------------------------------------------------------|
|               |                                       | C1 | Use communication techniques | Moved from Line B                                                        |
| <b>Line D</b> | <b>GENERAL AUTOMOTIVE MAINTENANCE</b> |    |                              | <b>General Auto Maintenance</b> was distributed across several lines     |
| D1            | Select lubricants and fluids          |    |                              | Moved to Line B                                                          |
| D2            | Describe belts and hoses              |    |                              | Moved to Line B                                                          |
| D3            | Describe exterior lamps               |    |                              | Moved to Level 2                                                         |
| D4            | Describe body trim and hardware       |    |                              | Moved to Line L                                                          |
| D5            | Service tires and wheels              |    |                              | Moved to Line K                                                          |
| D6            | Service non-friction bearings         |    |                              | Moved to Line K                                                          |
| D7            | Service spindles and hubs             |    |                              | Moved to Line K                                                          |
| <b>Line E</b> | <b>GENERAL AUTOMOTIVE PRACTICES</b>   |    |                              | <b>General Automotive Practices</b> was distributed across several lines |
| E1            | Describe diagnostic procedures        |    |                              | Teach in context of other tasks                                          |
| E2            | Demonstrate welding safety            |    |                              | Moved to Line B                                                          |
| <b>Line F</b> | <b>BASIC ELECTRICAL SYSTEMS</b>       |    |                              | <b>Basic Electrical</b> moved to Line I                                  |
| F1            | Describe principles of electricity    |    |                              | Re-structured and renamed                                                |
| F2            | Use electrical test equipment         |    |                              | Re-structured and renamed                                                |
| F3            | Service wiring systems                |    |                              | Re-structured and renamed                                                |
| F4            | Service 12-volt batteries             |    |                              | Re-structured and renamed                                                |
| F5            | Use scan tools                        |    |                              | Re-structured and renamed                                                |
| <b>Line G</b> | <b>BRAKE SYSTEMS</b>                  |    |                              |                                                                          |
| G1            | Service brake tubing and fittings     |    |                              | Moved to Line K                                                          |
| G2            | Service brake hydraulic systems       |    |                              | Moved to Line K                                                          |
| G3            | Service drum brake systems            |    |                              | Moved to Line K                                                          |



## Automotive Service Technician (AST) Program Outline Review Details

|        | Current Level 1                        |        | Harmonized Level 1                                                                                                   | Description of Changes                                  |
|--------|----------------------------------------|--------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| G4     | Service disc brake systems             |        |                                                                                                                      | Moved to Line K                                         |
| G5     | Inspect power assist systems           |        |                                                                                                                      | Moved to Line K                                         |
| G6     | Service anti-lock brake systems        |        |                                                                                                                      | Moved to Level 2                                        |
| Line H | <b>STEERING SYSTEMS</b>                |        |                                                                                                                      |                                                         |
| H1     | Service steering gears                 |        |                                                                                                                      | Moved to Line K                                         |
| H2     | Service passenger restraint systems    |        |                                                                                                                      | Moved to Level 4                                        |
| H3     | Inspect steering columns               |        |                                                                                                                      | Moved to Line K                                         |
| H4     | Service steering linkage               |        |                                                                                                                      | Moved to Line K                                         |
| H5     | Service power steering systems         |        |                                                                                                                      | Moved to Line K<br>Electronic steering moved to Level 2 |
| H6     | Perform wheel alignment                |        |                                                                                                                      | Moved to Line K                                         |
|        |                                        | Line H | <b>DIAGNOSE AND REPAIR DRIVELINE SYSTEMS</b>                                                                         |                                                         |
|        |                                        | H1     | Diagnose and repair drive shafts and axles                                                                           | Moved from Level 4                                      |
| Line I | <b>SUSPENSION SYSTEMS</b>              |        |                                                                                                                      |                                                         |
| I1     | Describe frame types                   |        |                                                                                                                      | Moved to Line K                                         |
| I2     | Describe suspension geometry           |        |                                                                                                                      | Moved to Line K                                         |
| I3     | Describe suspension components         |        |                                                                                                                      | Moved to Line K                                         |
| I4     | Service suspension systems             |        |                                                                                                                      | Moved to Line K                                         |
| I5     | Describe electronic suspension systems |        |                                                                                                                      | Moved to Level 2                                        |
|        |                                        | Line I | <b>DIAGNOSE AND REPAIR ELECTRICAL SYSTEMS AND COMPONENTS</b>                                                         |                                                         |
|        |                                        | I1     | Diagnose and repair basic wiring and electrical systems                                                              | Moved from Line F                                       |
|        |                                        | I2     | Diagnose and repair starting and charging systems and batteries                                                      | Moved from Line F                                       |
|        |                                        | Line K | <b>DIAGNOSE AND REPAIR STEERING AND SUSPENSION, BRAKING, CONTROL SYSTEMS, TIRES, WHEELS, HUBS AND WHEEL BEARINGS</b> |                                                         |



Automotive Service Technician (AST) Program Outline Review Details

| Current Level 1 |        | Harmonized Level 1                                                           | Description of Changes |
|-----------------|--------|------------------------------------------------------------------------------|------------------------|
|                 | K1     | Diagnose and repair steering and control systems                             | Moved from Line H      |
|                 | K2     | Diagnose and repair suspension and control systems                           | Moved from Line I      |
|                 | K3     | Diagnose and repair braking and control systems                              | Moved from Line G      |
|                 | K4     | Diagnose and repair tires, wheels, hubs and wheel bearings                   | Moved from Line D      |
|                 | Line L | DIAGNOSE AND REPAIR RESTRAINT SYSTEMS, BODY COMPONENTS, ACCESSORIES AND TRIM |                        |
|                 | L2     | Diagnose and repair wind noises, rattles and water leaks                     | Moved from Line D      |
|                 | L3     | Diagnose and repair interior and exterior components, accessories and trim   | Moved from Line D      |
|                 | L4     | Diagnose and repair latches, locks and movable glass                         | Moved from Line D      |
|                 | Line M | DIAGNOSE AND REPAIR HYBRID AND ELECTRIC VEHICLES (EV)                        |                        |
|                 | M1     | Implement specific safety protocols for hybrid and electric vehicles (EV)    | Moved from Level 2     |



## Automotive Service Technician (AST) Program Outline Review Details

|               | Current Level 2                                             |               | Harmonized Level 2                          | Description of Changes    |
|---------------|-------------------------------------------------------------|---------------|---------------------------------------------|---------------------------|
| <b>Line A</b> | <b>ADVANCED ELECTRICAL SYSTEMS</b>                          |               |                                             |                           |
| A1            | Perform advanced electrical testing                         |               |                                             | Moved to Line I           |
| A2            | Service starting systems                                    |               |                                             | Moved to Line I           |
| A3            | Service charging systems                                    |               |                                             | Moved to Line I           |
| A4            | Diagnose passenger restraint systems                        |               |                                             | Moved to Level 4          |
| A5            | Service electrical accessories                              |               |                                             | Moved to Level 3          |
| <b>Line B</b> | <b>HEATING, VENTILATION AND AIR CONDITIONING SYSTEMS</b>    |               |                                             |                           |
| B1            | Service heating and ventilation systems                     |               |                                             | Moved to Level 4          |
| B2            | Service air conditioning systems                            |               |                                             | Moved to Level 4          |
| <b>Line C</b> | <b>ENGINES</b>                                              |               |                                             |                           |
| C1            | Describe principles of gasoline internal combustion engines |               |                                             | Moved to Line D           |
| C2            | Describe principles of diesel internal combustion engines   |               |                                             | Moved to Line D           |
| C3            | Evaluate engine mechanical condition                        |               |                                             | Moved to Line D           |
| C4            | Describe engine removal and installation procedures         |               |                                             | Moved to Line D           |
| C5            | Disassemble and assess engines                              |               |                                             | Moved to Line D           |
| C6            | Service gaskets and seals                                   |               |                                             | Moved to Line D           |
| <b>Line D</b> | <b>ENGINE SUPPORT SYSTEMS</b>                               | <b>Line D</b> | <b>DIAGNOSE AND REPAIR ENGINE SYSTEMS</b>   |                           |
| D1            | Service lubrication systems                                 | D1            | Diagnose and repair cooling systems         | Re-structured and renamed |
| D2            | Service cooling systems                                     | D2            | Diagnose and repair lubricating systems     | Re-structured and renamed |
| D3            | Describe air induction and exhaust systems                  |               |                                             | Moved to Level 3          |
|               |                                                             | D3            | Diagnose and repair engine assembly         | Moved from Line C         |
|               |                                                             | D4            | Diagnose and repair accessory drive systems | Moved from Line A         |



## Automotive Service Technician (AST) Program Outline Review Details

|        | Current Level 2                               |        | Harmonized Level 2                                                                                            | Description of Changes                                                       |
|--------|-----------------------------------------------|--------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| Line E | HYBRID AND ELECTRIC VEHICLE SAFETY            |        |                                                                                                               |                                                                              |
| E1     | Describe hybrid and electrical vehicle safety |        |                                                                                                               | Moved to Level 1                                                             |
|        |                                               | Line H | DIAGNOSE AND REPAIR DRIVELINE SYSTEMS                                                                         |                                                                              |
|        |                                               | H2     | Diagnose and repair manual transmissions and transaxles                                                       | Moved from Level 4                                                           |
|        |                                               | H4     | Diagnose and repair clutches                                                                                  | Moved from Level 4                                                           |
|        |                                               | H7     | Diagnose and repair final drive assemblies                                                                    | Moved from Level 4                                                           |
|        |                                               | Line I | DIAGNOSE AND REPAIR ELECTRICAL SYSTEMS AND COMPONENTS                                                         |                                                                              |
|        |                                               | I2     | Diagnose and repair starting and charging systems and batteries                                               | Re-structured and renamed                                                    |
|        |                                               | I3     | Diagnose and repair lighting and wiper systems                                                                | Re-structured and renamed                                                    |
|        |                                               | Line K | DIAGNOSE AND REPAIR STEERING AND SUSPENSION, BRAKING, CONTROL SYSTEMS, TIRES, WHEELS, HUBS AND WHEEL BEARINGS |                                                                              |
|        |                                               | K1     | Diagnose and repair steering and control systems                                                              | Moved from Level 1; electronic steering is in L2; mechanical remains in L1   |
|        |                                               | K2     | Diagnose and repair suspension and control systems                                                            | Moved from Level 1; electronic suspension is in L2; mechanical remains in L1 |
|        |                                               | K3     | Diagnose and repair braking and control systems                                                               | Moved from Level 1; electronic braking is in L2; mechanical remains in L1    |



## Automotive Service Technician (AST) Program Outline Review Details

|               | Current Level 3                                        |  | Harmonized Level 3 | Description of Changes            |
|---------------|--------------------------------------------------------|--|--------------------|-----------------------------------|
| <b>Line A</b> | <b>ELECTRICAL AND ELECTRONIC SYSTEMS</b>               |  |                    |                                   |
| A1            | Describe advanced electrical and electronic principles |  |                    | Moved to Line E                   |
| A2            | Interpret advanced wiring diagrams                     |  |                    | Moved to Line E                   |
| A3            | Describe advanced diagnostic procedures                |  |                    | Teach in context of other tasks   |
| A4            | Use advanced electrical test equipment                 |  |                    | Moved to Line E                   |
| A5            | Describe computer control systems                      |  |                    | Moved to Line E                   |
| A6            | Describe multiplex and network systems                 |  |                    | Moved to Line G                   |
| <b>Line B</b> | <b>FUEL DELIVERY SYSTEMS</b>                           |  |                    |                                   |
| B1            | Describe fuel types                                    |  |                    | Moved to Line E                   |
| B2            | Service fuel delivery components                       |  |                    | Moved to Line E                   |
| B3            | Service gasoline fuel injection components             |  |                    | Moved to Line E                   |
| B4            | Describe electronic diesel fuel injection systems      |  |                    | Moved to Level 4; Moved to Line E |
| <b>Line C</b> | <b>ELECTRONIC IGNITION SYSTEMS</b>                     |  |                    |                                   |
| C1            | Describe electronic ignition principles                |  |                    | Moved to Line E                   |
| C2            | Service electronic distributor ignition systems        |  |                    | Removed                           |
| C3            | Service electronic ignition systems                    |  |                    | Moved to Line E                   |
| <b>Line D</b> | <b>ENGINE MANAGEMENT SYSTEMS</b>                       |  |                    |                                   |
| D1            | Describe engine management systems                     |  |                    | Moved to Line E                   |
| D2            | Test engine management input sensors                   |  |                    | Moved to Line E                   |
| D3            | Test engine management output actuators                |  |                    | Moved to Line E                   |



## Automotive Service Technician (AST) Program Outline Review Details

|        | Current Level 3                          |        | Harmonized Level 3                                               | Description of Changes               |
|--------|------------------------------------------|--------|------------------------------------------------------------------|--------------------------------------|
| D4     | Analyze on-board diagnostic system data  |        |                                                                  | Moved to Line E                      |
| D4     | Describe gasoline direct injection       |        |                                                                  | Moved to Line E                      |
| Line E | <b>EMISSION CONTROL SYSTEMS</b>          |        |                                                                  |                                      |
| E1     | Describe vehicle emissions               |        |                                                                  | Re-structured and renamed            |
| E2     | Describe emission legislation            |        |                                                                  | Re-structured and renamed            |
| E3     | Service pre-combustion emission systems  |        |                                                                  | Re-structured and renamed            |
| E4     | Service post-combustion emission systems |        |                                                                  | Re-structured and renamed            |
| E5     | Describe diesel emissions systems        |        |                                                                  | Moved to Level 4                     |
| E6     | Test OBD II evaporative emission systems |        |                                                                  | Re-structured and renamed            |
| E7     | Perform exhaust gas analysis             |        |                                                                  | Re-structured and renamed            |
|        |                                          | Line E | <b>DIAGNOSE AND REPAIR GASOLINE ENGINE SUPPORT SYSTEMS</b>       |                                      |
|        |                                          | E1     | Diagnose and repair advanced wiring and electronics              | Re-structured and renamed            |
|        |                                          | E2     | Diagnose and repair gasoline fuel delivery and injection systems | Re-structured and renamed            |
|        |                                          | E3     | Diagnose and repair gasoline ignition systems                    | Re-structured and renamed            |
|        |                                          | E4     | Diagnose and repair engine management systems                    | Re-structured and renamed            |
|        |                                          | E5     | Diagnose and repair gasoline intake and exhaust systems          | Moved from Level 2                   |
|        |                                          | E6     | Diagnose and repair gasoline emissions control systems           | Re-structured and renamed            |
|        |                                          | Line G | <b>DIAGNOSE AND REPAIR VEHICLE NETWORKING SYSTEMS</b>            |                                      |
|        |                                          | G1     | Identify type of networking system                               | Re-structured and renamed            |
|        |                                          | G2     | Diagnose and repair networking systems                           | New to RSOS; enhanced content for BC |
|        |                                          | Line H | <b>DIAGNOSE AND REPAIR DRIVELINE SYSTEMS</b>                     |                                      |
|        |                                          | H5     | Diagnose and repair mechanical transfer cases                    | Moved from Level 4                   |



Automotive Service Technician (AST) Program Outline Review Details

| Current Level 3 |        | Harmonized Level 3                                     | Description of Changes |
|-----------------|--------|--------------------------------------------------------|------------------------|
|                 | Line I | DIAGNOSE AND REPAIR ELECTRICAL SYSTEMS AND COMPONENTS  |                        |
|                 | 14     | Diagnose and repair electrical options and accessories | Moved from Level 2     |



## Automotive Service Technician (AST) Program Outline Review Details

|               | Current Level 4                                           |               | Harmonized Level 4                                             | Description of Changes                                   |
|---------------|-----------------------------------------------------------|---------------|----------------------------------------------------------------|----------------------------------------------------------|
| <b>Line A</b> | <b>CLUTCH SYSTEMS</b>                                     |               |                                                                |                                                          |
| A1            | Service clutch systems                                    |               |                                                                | Moved to Level 2                                         |
| A2            | Describe transmission removal and installation procedures |               |                                                                | Moved to Level 2                                         |
| <b>Line B</b> | <b>MANUAL TRANSMISSIONS</b>                               |               |                                                                |                                                          |
| B1            | Calculate gear ratios                                     |               |                                                                | Moved to Level 2                                         |
| B2            | Service transmission shifting linkages                    |               |                                                                | Moved to Level 2                                         |
| B3            | Overhaul manual transmissions                             |               |                                                                | Moved to Level 2                                         |
|               |                                                           | <b>Line C</b> | <b>USE COMMUNICATION AND MENTORING TECHNIQUES</b>              |                                                          |
|               |                                                           | C2            | Use mentoring techniques                                       | New to RSOS                                              |
|               |                                                           | <b>Line F</b> | <b>DIAGNOSE AND REPAIR DIESEL ENGINE SUPPORT SYSTEMS</b>       |                                                          |
|               |                                                           | F1            | Diagnose and repair diesel fuel delivery and injection systems | New to RSOS; enhanced content for BC; moved from Level 3 |
|               |                                                           | F2            | Diagnose and repair diesel intake and exhaust systems          | New to RSOS; enhanced content for BC; moved from Level 2 |
|               |                                                           | F3            | Diagnose and repair diesel emission control systems            | New to RSOS; enhanced content for BC; moved from Level 3 |
| <b>Line C</b> | <b>AUTOMATIC TRANSMISSIONS</b>                            |               |                                                                |                                                          |
| C1            | Describe torque converters                                |               |                                                                | Moved to Line H                                          |
| C2            | Describe planetary gear trains                            |               |                                                                | Moved to Line H                                          |
| C3            | Overhaul automatic transmissions                          |               |                                                                | Moved to Line H                                          |
| C4            | Service hydraulic and electrical control systems          |               |                                                                | Moved to Line H                                          |
| <b>Line D</b> | <b>DRIVE LINES</b>                                        |               |                                                                |                                                          |
| D1            | Service drive lines                                       |               |                                                                | Moved to Line H                                          |
| D2            | Service final drives, differentials and axles             |               |                                                                | Moved to Line H                                          |



## Automotive Service Technician (AST) Program Outline Review Details

|        | Current Level 4                                            |        | Harmonized Level 4                                                                                      | Description of Changes                        |
|--------|------------------------------------------------------------|--------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------|
|        |                                                            | Line H | <b>DIAGNOSE AND REPAIR DRIVELINE SYSTEMS</b>                                                            |                                               |
|        |                                                            | H3     | Diagnose and repair automatic transmissions and transaxles                                              | Moved from Line C                             |
|        |                                                            | H6     | Diagnose and repair all-wheel drive (AWD) systems                                                       | Moved from Line E                             |
| Line E | <b>ALL-WHEEL AND FOUR-WHEEL DRIVE SYSTEMS</b>              |        |                                                                                                         |                                               |
| E1     | Inspect all-wheel drive systems                            |        |                                                                                                         | Moved to Line H                               |
| E2     | Service mechanical and electronic four-wheel drive systems |        |                                                                                                         | Moved to Line H                               |
|        |                                                            | Line I | <b>DIAGNOSE AND REPAIR ELECTRICAL SYSTEMS AND COMPONENTS</b>                                            |                                               |
|        |                                                            | I5     | Diagnose and repair instrumentation, entertainment systems and displays                                 | Moved from Level 2                            |
|        |                                                            | Line J | <b>DIAGNOSE AND REPAIR HEATING, VENTILATION AND AIR CONDITIONING (HVAC) AND COMFORT CONTROL SYSTEMS</b> |                                               |
|        |                                                            | J1     | Diagnose and repair air flow control and heating systems                                                | Moved from Level 2                            |
|        |                                                            | J2     | Diagnose and repair refrigerant systems                                                                 | Moved from Level 2                            |
|        |                                                            | Line L | <b>DIAGNOSE AND REPAIR RESTRAINT SYSTEMS, BODY COMPONENTS, ACCESSORIES AND TRIM</b>                     |                                               |
|        |                                                            | L1     | Diagnose and repair restraint systems                                                                   | Moved from Level 2                            |
| Line F | <b>HYBRID DRIVE LINE TECHNOLOGY</b>                        | Line M | <b>DIAGNOSE AND REPAIR HYBRID AND ELECTRIC VEHICLES (EV)</b>                                            |                                               |
| F1     | Describe hybrid vehicle systems                            | M2     | Diagnose and repair hybrid and electric vehicle (EV) systems                                            | Moved from Level 2; re-structured and renamed |
| F2     | Describe hybrid drive systems                              |        |                                                                                                         | Moved from Level 2; re-structured and renamed |

# **Automotive Service Technician**

## **Transition Plan**

Table of Contents

Abbreviations ..... 3

Harmonization Overview ..... 4

Transition Planning Process ..... 5

Training Providers ..... 6

Transition Plan ..... 7

Pathways for Current Apprentices ..... 8

Work-Based Training Hours (WBT) ..... 9

Exams ..... 10

Appendix A: Training Provider Schedules ..... 11

Appendix B: Details of Gaps ..... 15

Appendix C: Transition Map..... 18

### **Abbreviations**

|             |                                                 |
|-------------|-------------------------------------------------|
| <b>AST</b>  | Automotive Service Technician                   |
| <b>CCDA</b> | Canadian Council of Directors of Apprenticeship |
| <b>CL</b>   | Current level (2015)                            |
| <b>ER</b>   | Employer sponsor                                |
| <b>FDN</b>  | Foundation program                              |
| <b>HL</b>   | Harmonized level (Sept 2017)                    |
| <b>NOA</b>  | Red Seal National Occupational Analysis         |
| <b>RSOS</b> | Red Seal Occupational Standard; replaces NOA    |
| <b>SLE</b>  | Standardized Level Exam                         |
| <b>TP</b>   | Training provider                               |
| <b>TT</b>   | Technical training                              |
| <b>TW</b>   | Trade worker                                    |
| <b>WBT</b>  | Work-based training                             |

## Harmonization Overview

The Canadian Council of Directors of Apprenticeship (CCDA) is responsible for the Red Seal Program, which develops common interprovincial standards and examinations. The CCDA is undertaking the Harmonization Initiative in 30 Red Seal trades by 2020. British Columbia is an active participant in this initiative.

The goal is to substantively align apprenticeship systems across Canada by making apprenticeship training requirements more consistent in the Red Seal trades.

### Harmonization Priorities

1. Use of Red Seal **trade name**
2. Consistent **total training hours** (in-school and on-the-job)
3. Same number of **training levels**
4. Consistent **sequencing** of training content, including use of most recent Red Seal Occupational Standard (RSOS).

### HARMONIZATION: What's changing for

| AST                                            | Changing in BC? | What will it be?               |
|------------------------------------------------|-----------------|--------------------------------|
| TRADE NAME                                     | YES             | Automotive Service Technician* |
| NUMBER OF TRAINING LEVELS                      | NO              | 4                              |
| TOTAL HOURS<br>Technical + work-based training | YES             | 7200 hours<br>Increased by 420 |
| TRAINING SEQUENCE<br>order of subjects taught  | YES             | Some changes to sequence       |

\* BC will maintain the progressive credential model (i.e. a Certificate of Qualification at each of the 4 levels), but the final certificate will be called Automotive Service Technician, not Automotive Service Technician (AST 4).

## **Transition Planning Process**

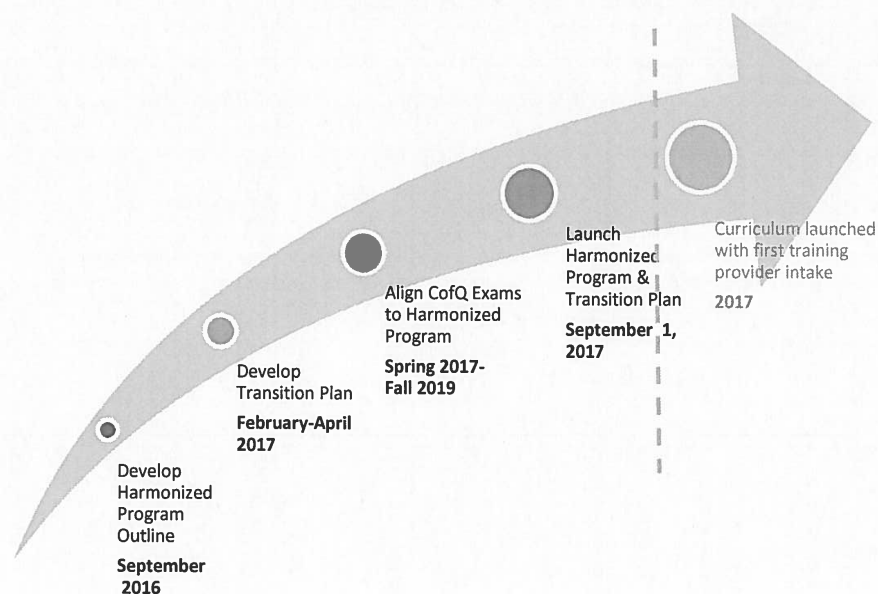
The re-sequencing of the Automotive Service Technician (AST) program through the Harmonization Initiative has resulted in significant changes to the sequencing of technical training.

We consulted with the 14 public post-secondary institutions that deliver the Automotive Service Technician program, and also considered the input of our internal partners. We evaluated a number of scenarios, and the transition plan outlined in this document was identified as the best option. We have also ensured that there are options for all current apprentices to complete their apprenticeship.

In all of our work on harmonization, we are guided by the following principles:

- Meet the needs of industry
- Minimize disadvantage to TWs, including those currently registered
- Minimize challenges for training providers in implementing the program

## Program Development and Transition Planning 2016-2017



## Training Providers

BC Institute of Technology  
 Camosun College  
 College of New Caledonia  
 College of the Rockies  
 Kwantlen Polytechnic University  
 North Island College  
 Northern Lights College

Northwest Community College  
 Okanagan College  
 Selkirk College  
 Thompson Rivers University  
 University of the Fraser Valley  
 Vancouver Community College  
 Vancouver Island University

**Note:** Not all institutions teach every level. See *Appendix A: Training Provider Schedules* for details.

## Transition Plan

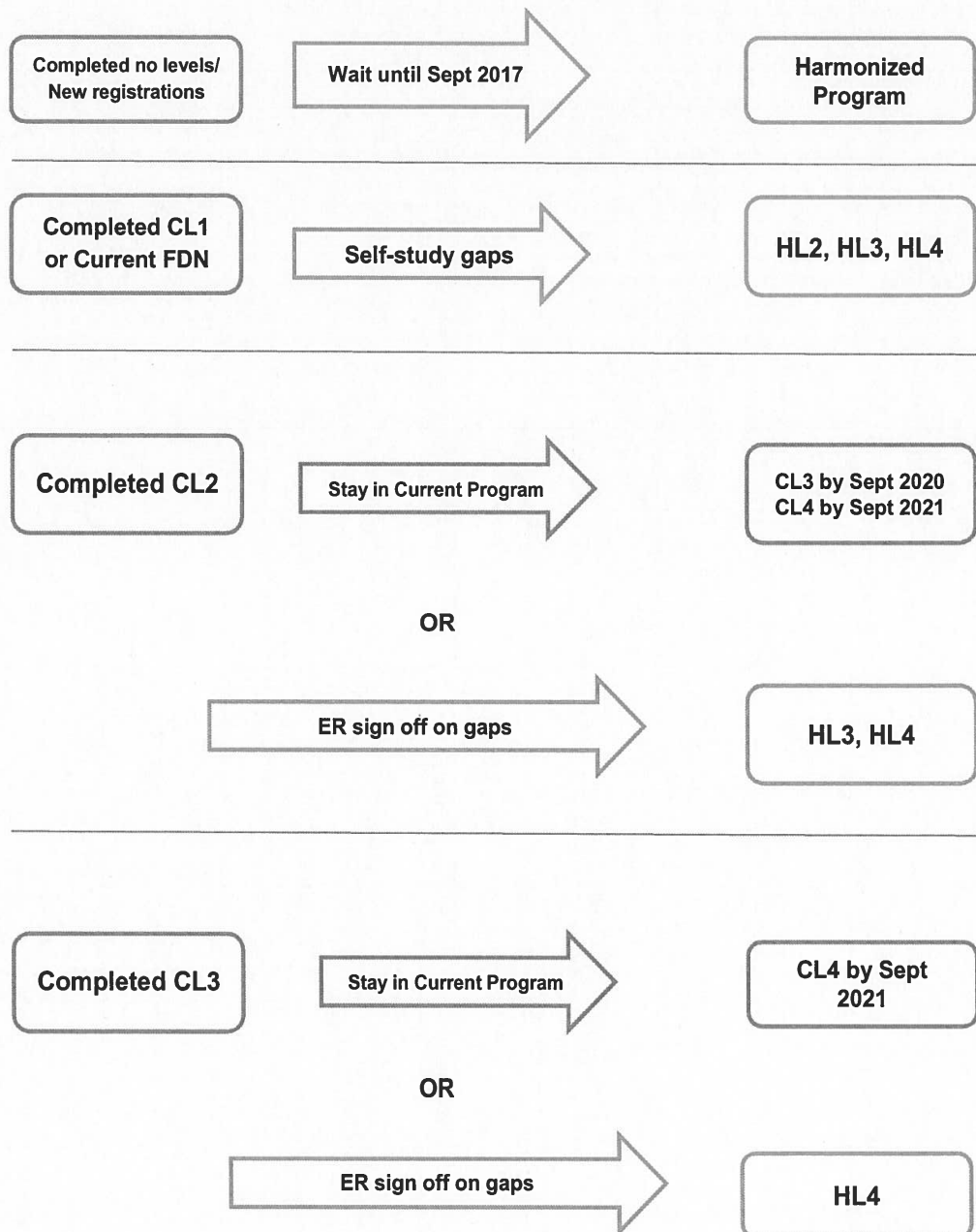
CL = Current Level  
HL = Harmonized Level

| Implementation Timelines   |                   |
|----------------------------|-------------------|
| Level 1/ Foundation/ Youth | September 1, 2017 |
| Level 2                    | September 1, 2017 |
| Level 3                    | September 1, 2018 |
| Level 4                    | September 1, 2019 |

|                        |     |     |            |            |
|------------------------|-----|-----|------------|------------|
| <b>Year 0</b><br>16/17 | CL1 | CL2 | CL3        | CL4        |
| <b>Year 1</b><br>17/18 | HL1 | HL2 | CL3        | CL4        |
| <b>Year 2</b><br>18/19 | HL1 | HL2 | HL3<br>CL3 | CL4        |
| <b>Year 3</b><br>19/20 | HL1 | HL2 | HL3<br>CL3 | HL4<br>CL4 |
| <b>Year 4</b><br>20/21 | HL1 | HL2 | HL3        | HL4<br>CL4 |
| <b>Year 5</b><br>21/22 | HL1 | HL2 | HL3        | HL4        |

**\*No Gap Training\***

### Pathways for Current Apprentices



**Note:** See *Appendix B: Details of Gaps* for information on the competencies a current apprentice would be missing if transitioning to the harmonized program.

## Work-Based Training Hours (WBT)

The following changes to training time for AST will come into effect **September 1, 2017**:

- Increased technical training hours in order to accommodate content added to the Red Seal Occupational Standard (RSOS) (**increase of 30 hours at Level 2 and 30 hours at Level 4**)
- Increased work-based training (WBT) hours in order to align with the harmonized standard of 7,200 hours of total training (**increase of 360 hours**)

### Apprenticeship Pathway

| Current Program                     | Hours        |
|-------------------------------------|--------------|
| Technical Training                  | 780          |
| Level 1 = 210 hours                 |              |
| Level 2 = 180 hours                 |              |
| Level 3 = 210 hours                 |              |
| Level 4 = 180 hours                 |              |
| Work-based Training Hours           | 6,000        |
| <b>Current Total Training Hours</b> | <b>6,780</b> |

| Harmonized Program                     | Hours        |
|----------------------------------------|--------------|
| Technical Training                     | 840          |
| Level 1 = 210 hours                    |              |
| <u>Level 2 = 210 hours</u>             |              |
| Level 3 = 210 hours                    |              |
| <u>Level 4 = 210 hours</u>             |              |
| Work-based Training Hours              | 6,360        |
| <b>Harmonized Total Training Hours</b> | <b>7,200</b> |

### Challenge Pathway and Sign-off Authority

| Current Program                           | Hours        |
|-------------------------------------------|--------------|
| Work-based Training Hours                 | 6,000        |
| ITA Formula for Calculating Challenge WBT | X 1.5        |
| <b>Current Challenge WBT Hours</b>        | <b>9,000</b> |

| Harmonized Program                        | Hours        |
|-------------------------------------------|--------------|
| Harmonized Work-based Training Hours      | 6,360        |
| ITA Formula for Calculating Challenge WBT | X 1.5        |
| <b>Harmonized Challenge WBT Hours</b>     | <b>9,540</b> |

**NOTE:** If an apprentice completes training in current program, the WBT hours for that program will apply. If they transition, they will have to complete the WBT hours for the harmonized program, but will be given a document assessment of 360 hours, so they won't experience it as increased WBT hours.

## Exams

### Exams for the Harmonized Program

ITA exams will be revised and aligned to the content of the harmonized Program Outline according to the schedule below. CofQ are not piloted, and so will be ready for first cohort of harmonized levels as follows:

| Exam       | Exam Development | Exam Launch    |
|------------|------------------|----------------|
| HL1 (CofQ) | Spring 2017      | September 2017 |
| HL2 (CofQ) | Spring 2017      | September 2017 |
| HL3 (CofQ) | Spring 2018      | September 2018 |
| HL4 (SLE)* | Spring 2019      | November 2019  |

\*HL4 is an SLE, and so will be piloted and therefore, it will not be ready for the first cohort of HL4 students. Marks for this cohort will be based on in-class assessment only. HL4 students will write the IP, as usual.

## Appendix A: Training Provider Schedules

SCHEDULE LISTING for SEPT.17, 2017 IMPLEMENTATION DATE  
(Taken from Trades Training BC website February 23, 2017)

### Foundation

| INSTITUTION            | PROGRAM NAME                                      | STARTS      | ENDS        | CAMPUS                      |
|------------------------|---------------------------------------------------|-------------|-------------|-----------------------------|
| Camosun College        | Automotive Service Technician                     | Feb 27 2017 | Sep 22 2017 | Interurban                  |
| BCIT                   | Automotive Technician Foundation                  | May 01 2017 | Dec 08 2017 | BBY - Burnaby               |
| BCIT                   | Automotive Service Technician - Ford Asset Option | May 08 2017 | Dec 21 2018 | BBY - Burnaby               |
| VCC                    | Automotive Service Technician                     | May 08 2017 | Dec 21 2017 | Broadway Campus             |
| VCC                    | Automotive Service Technician                     | May 08 2017 | Dec 21 2017 | Broadway Campus             |
| Okanagan College       | Auto Service Technician                           | May 29 2017 | Dec 22 2017 | 1000 K.L.O. Rd. Kelowna, BC |
| BCIT                   | Automotive Technician Foundation                  | Jun 19 2017 | Feb 09 2018 | BBY - Burnaby               |
| Camosun College        | Automotive Service Technician                     | Aug 28 2017 | Mar 29 2018 | Interurban                  |
| Kwantlen Polytechnic   | Automotive Service Technician                     | Sep 04 2017 | Apr 13 2018 | Cloverdale                  |
| BCIT                   | Automotive Technician Honda/Acura Foundation      | Sep 05 2017 | May 04 2018 | BBY - Burnaby               |
| College of the Rockies | Auto Service Technician (FDTN)                    | Sep 05 2017 | Apr 12 2018 | Main Campus                 |
| New Caledonia          | Automotive Service Technician                     | Sep 05 2017 | Apr 13 2018 | Prince George - Main Campus |

| INSTITUTION                | PROGRAM NAME                              | STARTS      | ENDS        | CAMPUS                             |
|----------------------------|-------------------------------------------|-------------|-------------|------------------------------------|
| North Island College       | Auto Service Technician (Foundation)      | Sep 05 2017 | Apr 13 2018 | Dogwood St                         |
| North Island College       | Auto Service Technician (Foundation)      | Sep 05 2017 | Apr 06 2018 | Port Alberni - Tebo                |
| Northern Lights College    | Automotive Service Technician Foundation  | Sep 05 2017 | Feb 02 2018 | Fort St. John                      |
| Northwest Community Coll.  | Automotive Service Technician Foundations | Sep 05 2017 | Apr 13 2018 | Terrace                            |
| Okanagan College           | Auto Service Technician                   | Sep 05 2017 | Apr 06 2018 | 1000 K.L.O. Rd. Kelowna, BC        |
| Thompson Rivers            | Automotive Service Technician             | Sep 05 2017 | Mar 23 2018 | Kamloops                           |
| Univ. of the Fraser Valley | Automotive Service Technician             | Sep 05 2017 | May 11 2018 | Trades and Technology Centre (CEP) |
| Van. Island University     | Auto Service Technician                   | Sep 05 2017 | Jun 21 2018 | Nanaimo                            |
| Van. Island University     | Auto Service Technician                   | Sep 05 2017 | Jun 21 2018 | Nanaimo                            |
| VCC                        | Automotive Service Technician             | Sep 05 2017 | Apr 27 2018 | Broadway Campus                    |
| VCC                        | Automotive Service Technician             | Sep 05 2017 | Apr 27 2018 | Broadway Campus                    |
| Van. Island University     | Auto Service Technician                   | Sep 11 2017 | Jun 28 2018 | Powell River                       |

**Level 1**

| INSTITUTION                     | PROGRAM NAME                                             | STARTS      | ENDS        | CAMPUS                             |
|---------------------------------|----------------------------------------------------------|-------------|-------------|------------------------------------|
| BCIT                            | Automotive Technician GM (ASEP)                          | Aug 21 2017 | Oct 13 2017 | Burnaby                            |
| VCC                             | Automotive Service Technician Apprenticeship/e-pprentice | Aug 21 2017 | Dec 14 2017 | Broadway Campus                    |
| VCC                             | Automotive Service Technician Apprenticeship/e-pprentice | Sep 5 2017  | Jun 28 2017 | Broadway Campus                    |
| VCC                             | Automotive Service Technician Apprenticeship/e-pprentice | Sep 5 2017  | Jan 12 2018 | Broadway Campus                    |
| BCIT                            | Automotive Technician                                    | Sep 18 2017 | Nov 3 2017  | Burnaby                            |
| University of the Fraser Valley | Automotive Service Technician Apprenticeship Training    | Sep 18 2017 | Nov 3 2017  | Trades and Technology Centre (CEP) |

**Level 2**

| INSTITUTION          | PROGRAM NAME                                              | STARTS      | ENDS        | CAMPUS                      |
|----------------------|-----------------------------------------------------------|-------------|-------------|-----------------------------|
| BCIT                 | Automotive Technician                                     | Aug 21 2017 | Sep 29 2017 | Burnaby                     |
| VCC                  | Automotive Service Technician Apprenticeship/ e-pprentice | Aug 21 2017 | Dec 14 2017 | Broadway Campus             |
| VCC                  | Automotive Service Technician Apprenticeship/ e-pprentice | Sep 5 2017  | Jan 12 2017 | Broadway Campus             |
| Kwantlen Polytechnic | Automotive Service Technician                             | Sep 11 2017 | Oct 20 2017 | Cloverdale                  |
| Okanagan College     | Automotive Service Technician                             | Sep 18 2017 | Oct 27 2017 | 1000 K.L.O. Rd. Kelowna, BC |
| VCC                  | Automotive Service Technician Apprenticeship              | Sep 18 2017 | Oct 27 2017 | Broadway Campus             |

**Level 3**

| INSTITUTION           | PROGRAM NAME                                              | STARTS      | ENDS        | CAMPUS          |
|-----------------------|-----------------------------------------------------------|-------------|-------------|-----------------|
| VCC                   | Automotive Service Technician Apprenticeship/ e-pprentice | Aug 21 2017 | Dec 14 2017 | Broadway Campus |
| VCC                   | Automotive Service Technician Apprenticeship/ e-pprentice | Sep 5 2017  | Jan 12 2017 | Broadway Campus |
| Van Island University | Automotive Service Technician                             | Sep 12 2017 | Oct 27 2017 | Nanaimo         |
| VCC                   | Automotive Service Technician Apprentice                  | Sep 18 2017 | Nov 3 2017  | Broadway Campus |

**Level 4**

| INSTITUTION   | PROGRAM NAME                                              | STARTS      | ENDS        | CAMPUS                      |
|---------------|-----------------------------------------------------------|-------------|-------------|-----------------------------|
| VCC           | Automotive Service Technician Apprenticeship/ e-pprentice | Aug 21 2017 | Dec 14 2017 | Broadway Campus             |
| VCC           | Automotive Service Technician Apprenticeship/ e-pprentice | Sep 5 2017  | Jan 12 2017 | Broadway Campus             |
| New Caledonia | Automotive Service Technician                             | Sep 18 2017 | Oct 27 2017 | Prince George – Main Campus |

## Appendix B: Details of Gaps

### GAP A: CL1→HL2

#### Gap (Missing Content)

This table lists the content that a student will be **missing** if they have completed Current Level 1 (CL1) and then take Harmonized Level 2 (HL2).

|    | Competency                                                                | Objectives                                  | Practical               | Gap Hours |
|----|---------------------------------------------------------------------------|---------------------------------------------|-------------------------|-----------|
| H1 | Diagnose and repair drive shafts and axles                                | Service drive shafts and axle shafts        | Assess driveline angles | 12        |
| M1 | Implement specific safety protocols for hybrid and electric vehicles (EV) | Describe hybrid and electric vehicle safety | No                      | 3         |
|    |                                                                           |                                             | <b>Total Gap Hours</b>  | <b>15</b> |

#### Overlap (Repeated Content)

This table lists the content that a student will be **repeating** if they have completed Current Level 1 (CL1) and then take Harmonized Level 2 (HL2).

|    | Competency                             | Overlap Hours |
|----|----------------------------------------|---------------|
| G6 | Service anti-lock brake systems        | 14            |
| I5 | Describe electronic suspension systems | 6             |
| H5 | Power steering                         | 6             |
|    | <b>Total Overlap Hours</b>             | <b>26</b>     |

**GAP B: CL2→HL3**

**Gap (Missing Content)**

This table lists the content that a student will be missing if they have completed Current Level 2 (CL2) and then take Harmonized Level 3 (HL3).

|    | Competency                                              | Objectives                                     | Practical                                                                      | Gap Hours |
|----|---------------------------------------------------------|------------------------------------------------|--------------------------------------------------------------------------------|-----------|
| H2 | Diagnose and repair manual transmissions and transaxles | Service manual transmissions and transaxles    | Inspect manual transmissions and transaxle components<br>Calculate gear ratios | 33        |
| H4 | Diagnose and repair clutches                            | Service clutch systems                         | No                                                                             | 8         |
| H7 | Diagnose and repair final drive assemblies              | Service final drive (differentials) assemblies | Perform backlash measurement and adjustment                                    | 23        |
| H1 | Diagnose and repair drive shafts and axles              | Service drive shafts and axle shafts           | Assess driveline angles                                                        | 12        |
|    |                                                         |                                                | <b>Total Gap Hours</b>                                                         | <b>76</b> |

**Overlap (Repeated Content)**

This table lists the content that a student will be repeating if they have completed Current Level 2 (CL2) and then take Harmonized Level 3 (HL3).

|    | Competency                                 | Overlap Hours |
|----|--------------------------------------------|---------------|
| A5 | Service electrical accessories             | 15            |
| D3 | Describe air induction and exhaust systems | 3             |
|    | <b>Total Overlap Hours</b>                 | <b>18</b>     |

**Gap C: CL3→HL4**
**Gap (Missing Content)**

This table lists the content that a student will be **missing** if they have completed Current Level 3 (CL3) and then take Harmonized Level 4 (HL4).

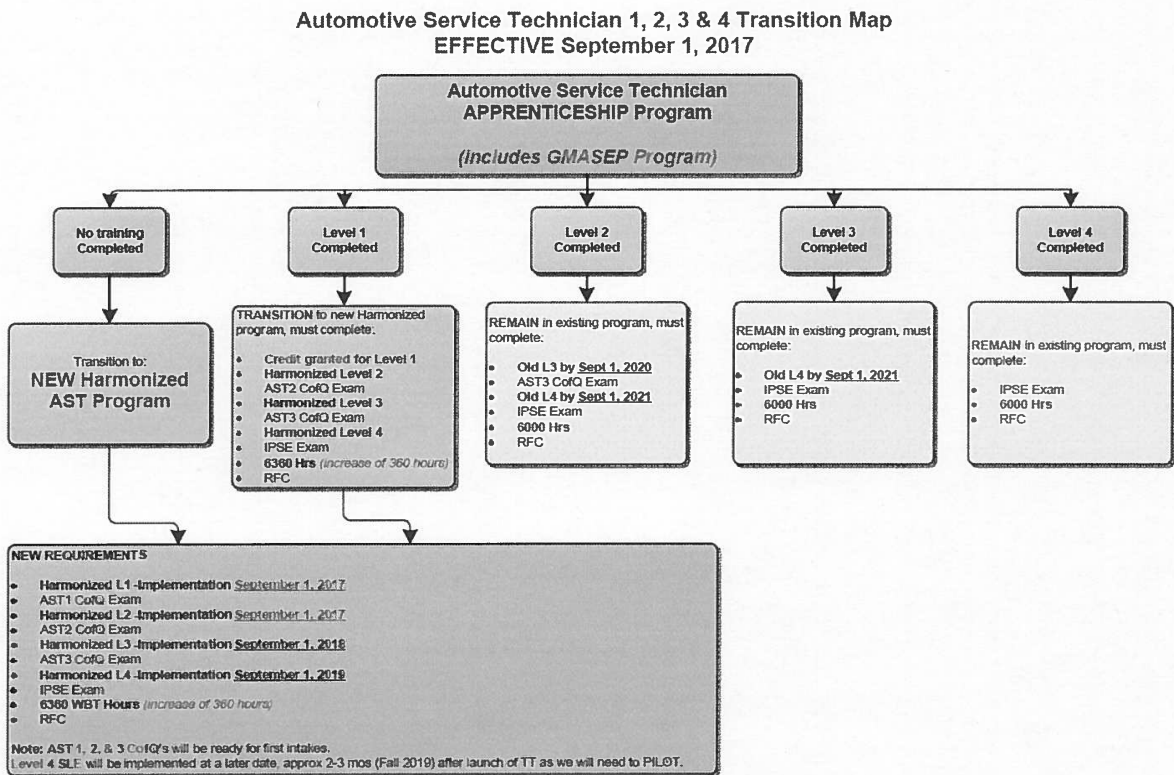
|    | Competency                                              | Objectives                                                                            | Practical                                                                                                                    | Gap Hours |
|----|---------------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-----------|
| G2 | Diagnose and repair networking systems                  | Service networking systems<br>Service multiplexing systems<br>Service module software | Perform a functional test on a multiplexing system<br>Determine if there is an updated software version for a control module | 12        |
| H1 | Diagnose and repair drive shafts and axles              | Service drive shafts and axle shafts                                                  | Assess driveline angles                                                                                                      | 12        |
| H2 | Diagnose and repair manual transmissions and transaxles | Service manual transmissions and transaxles                                           | Inspect manual transmissions and transaxle components<br>Calculate gear ratios                                               | 33        |
| H4 | Diagnose and repair clutches                            | Service clutch systems                                                                | No                                                                                                                           | 8         |
| H7 | Diagnose and repair final drive assemblies              | Service final drive (differentials) assemblies                                        | Perform backlash measurement and adjustment                                                                                  | 23        |
|    |                                                         |                                                                                       | <b>Total Gap Hours</b>                                                                                                       | <b>88</b> |

**Overlap (Repeated Content)**

This table lists the content that a student will be **repeating** if they have completed Current Level 3 (CL3) and then take Harmonized Level 4 (HL4).

|    | Competency                                                              | Hours     |
|----|-------------------------------------------------------------------------|-----------|
| F3 | Diagnose and repair diesel emission control systems                     | 6         |
| F1 | Diagnose and repair diesel fuel delivery and injection systems          | 16        |
| F2 | Diagnose and repair diesel intake and exhaust systems                   | 2         |
| I5 | Diagnose and repair instrumentation, entertainment systems and displays | 4         |
| J1 | Diagnose and repair air flow control and heating systems                | 6         |
| J2 | Diagnose and repair refrigerant systems                                 | 30        |
| L1 | Diagnose and repair restraint systems                                   | 10        |
|    | <b>Total Overlap Hours</b>                                              | <b>74</b> |

Appendix C: Transition Map



Last Updated: May 4, 2017



Program Update

Issued: May 16, 2017

Trade: Automotive Service Technician (AST)

**To** ITA Training Providers  
Articulation Chair  
System Liaison Person  
School Districts ITA Training Providers

**Subject** Transition to Harmonized Program

**From** ITA Program Standards

**Effective Date** September 1, 2017

**Information** On February 27, 2017, ITA Program Standards issued [OPSN 2017-002](#), which detailed the changes to the AST Program as a result of the Harmonization Initiative and announced the implementation of a revised Program Outline, effective September 1, 2017.

A transition plan has been developed in consultation with the 14 public post-secondary institutions that deliver the AST program. We evaluated a number of scenarios, and the transition plan outlined below was identified as the best option. We have also ensured that there are options for all current apprentices to complete their apprenticeship. For details, please refer to **Automotive Service Technician Transition Plan May 2017**, posted on the ITA website.

ITA has begun a communication initiative that will ensure that all apprentices, employers, and other internal and external partners are aware of the changes to the program. Please be aware that the transition plan will be re-evaluated and updated as needed over the next four years.

**AST: TRAINING TRANSITION SCHEDULE**

|                       |                  |                  |                             |                             |
|-----------------------|------------------|------------------|-----------------------------|-----------------------------|
| <b>2017</b><br>SEPT 1 | L1<br>HARMONIZED | L2<br>HARMONIZED | L3 CURRENT                  | L4 CURRENT                  |
| <b>2018</b><br>SEPT 1 | L1<br>HARMONIZED | L2<br>HARMONIZED | L3 HARMONIZED<br>L3 CURRENT | L4 CURRENT                  |
| <b>2019</b><br>SEPT 1 | L1<br>HARMONIZED | L2<br>HARMONIZED | L3 HARMONIZED<br>L3 CURRENT | L4 HARMONIZED<br>L4 CURRENT |
| <b>2020</b><br>SEPT 1 | L1<br>HARMONIZED | L2<br>HARMONIZED | L3 HARMONIZED               | L4 HARMONIZED<br>L4 CURRENT |
| <b>2021</b><br>SEPT 1 | L1<br>HARMONIZED | L2<br>HARMONIZED | L3 HARMONIZED               | L4 HARMONIZED               |

**For more information contact** Kathryn Rockwell  
Program Development Officer  
[krockwell@itabc.ca](mailto:krockwell@itabc.ca)

**cc:** ITA Staff



Program Overview



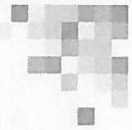
Training Topics and Suggested Time Allocation: Level 1

AUTOMOTIVE SERVICE TECHNICIAN – LEVEL 1

|               |                                                                                                                      | % of Time Allocated to: |             |            |             |
|---------------|----------------------------------------------------------------------------------------------------------------------|-------------------------|-------------|------------|-------------|
|               |                                                                                                                      | % of Time               | Theory      | Practical  | Total       |
| <b>Line A</b> | <b>PERFORM SAFETY-RELATED FUNCTIONS</b>                                                                              | <b>4%</b>               | <b>70%</b>  | <b>30%</b> | <b>100%</b> |
| A1            | Maintain safe work environment                                                                                       |                         | ✓           |            |             |
| A2            | Use personal protective equipment (PPE) and safety equipment                                                         |                         | ✓           | ✓          |             |
| <b>Line B</b> | <b>USE TOOLS, EQUIPMENT AND DOCUMENTATION</b>                                                                        | <b>14%</b>              | <b>40%</b>  | <b>60%</b> | <b>100%</b> |
| B1            | Use tools and equipment                                                                                              |                         | ✓           | ✓          |             |
| B2            | Use fasteners, tubing, hoses and fittings                                                                            |                         | ✓           |            |             |
| B3            | Use hoisting and lifting equipment                                                                                   |                         | ✓           |            |             |
| B4            | Use technical information                                                                                            |                         | ✓           |            |             |
| <b>Line C</b> | <b>USE COMMUNICATION AND MENTORING TECHNIQUES</b>                                                                    | <b>1%</b>               | <b>100%</b> | <b>0%</b>  | <b>100%</b> |
| C1            | Use communication techniques                                                                                         |                         | ✓           |            |             |
| <b>Line H</b> | <b>DIAGNOSE AND REPAIR DRIVELINE SYSTEMS</b>                                                                         | <b>7%</b>               | <b>40%</b>  | <b>60%</b> | <b>100%</b> |
| H1            | Diagnose and repair drive shafts and axles                                                                           |                         | ✓           | ✓          |             |
| <b>Line I</b> | <b>DIAGNOSE AND REPAIR ELECTRICAL SYSTEMS AND COMPONENTS</b>                                                         | <b>20%</b>              | <b>50%</b>  | <b>50%</b> | <b>100%</b> |
| I1            | Diagnose and repair basic wiring and electrical systems                                                              |                         | ✓           | ✓          |             |
| I2            | Diagnose and repair starting and charging systems and batteries                                                      |                         | ✓           | ✓          |             |
| <b>Line K</b> | <b>DIAGNOSE AND REPAIR STEERING AND SUSPENSION, BRAKING, CONTROL SYSTEMS, TIRES, WHEELS, HUBS AND WHEEL BEARINGS</b> | <b>50%</b>              | <b>50%</b>  | <b>50%</b> | <b>100%</b> |
| K1            | Diagnose and repair steering and control systems                                                                     |                         | ✓           | ✓          |             |
| K2            | Diagnose and repair suspension and control systems                                                                   |                         | ✓           | ✓          |             |
| K3            | Diagnose and repair braking and control systems                                                                      |                         | ✓           | ✓          |             |
| K4            | Diagnose and repair tires, wheels, hubs and wheel bearings                                                           |                         | ✓           | ✓          |             |
| <b>Line L</b> | <b>DIAGNOSE AND REPAIR RESTRAINT SYSTEMS, BODY COMPONENTS, ACCESSORIES AND TRIM</b>                                  | <b>3%</b>               | <b>80%</b>  | <b>20%</b> | <b>100%</b> |
| L2            | Diagnose and repair wind noises, rattles and water leaks                                                             |                         | ✓           |            |             |
| L3            | Diagnose and repair interior and exterior components, accessories and trim                                           |                         | ✓           |            |             |
| L4            | Diagnose and repair latches, locks and movable glass                                                                 |                         | ✓           |            |             |



Program Overview



| Line M                                  |                                                                           | % of Time   | % of Time Allocated to: |           |       |
|-----------------------------------------|---------------------------------------------------------------------------|-------------|-------------------------|-----------|-------|
|                                         |                                                                           |             | Theory                  | Practical | Total |
|                                         | <b>DIAGNOSE AND REPAIR HYBRID AND ELECTRIC VEHICLES (EV)</b>              | 1%          | 100%                    | 0%        | 100%  |
| M1                                      | Implement specific safety protocols for hybrid and electric vehicles (EV) |             | ✓                       |           |       |
| <b>Total Percentage for AST Level 1</b> |                                                                           | <b>100%</b> |                         |           |       |

**Note:** AST Foundation Programs must cover the outcomes of the Level 1 program that is in effect (above). Content that exceeds the Level 1 outcomes is added at the discretion of the training provider. Please see **Appendix A**, for sample optional content.



Program Overview



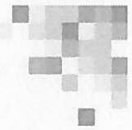
Training Topics and Suggested Time Allocation: Level 2

AUTOMOTIVE SERVICE TECHNICIAN – LEVEL 2

|                                         |                                                                                                                      | % of Time Allocated to: |            |            |             |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------------|------------|------------|-------------|
|                                         |                                                                                                                      | % of Time               | Theory     | Practical  | Total       |
| <b>Line D</b>                           | <b>DIAGNOSE AND REPAIR ENGINE SYSTEMS</b>                                                                            | <b>38%</b>              | <b>40%</b> | <b>60%</b> | <b>100%</b> |
| D1                                      | Diagnose and repair cooling systems                                                                                  |                         | ✓          |            |             |
| D2                                      | Diagnose and repair lubricating systems                                                                              |                         | ✓          |            |             |
| D3                                      | Diagnose and repair engine assembly                                                                                  |                         | ✓          | ✓          |             |
| D4                                      | Diagnose and repair accessory drive systems                                                                          |                         | ✓          |            |             |
| <b>Line H</b>                           | <b>DIAGNOSE AND REPAIR DRIVELINE SYSTEMS</b>                                                                         | <b>31%</b>              | <b>40%</b> | <b>60%</b> | <b>100%</b> |
| H2                                      | Diagnose and repair manual transmissions and transaxles                                                              |                         | ✓          | ✓          |             |
| H4                                      | Diagnose and repair clutches                                                                                         |                         | ✓          |            |             |
| H7                                      | Diagnose and repair final drive assemblies                                                                           |                         | ✓          | ✓          |             |
| <b>Line I</b>                           | <b>DIAGNOSE AND REPAIR ELECTRICAL SYSTEMS AND COMPONENTS</b>                                                         | <b>17%</b>              | <b>40%</b> | <b>60%</b> | <b>100%</b> |
| I2                                      | Diagnose and repair starting and charging systems and batteries                                                      |                         | ✓          | ✓          |             |
| I3                                      | Diagnose and repair lighting and wiper systems                                                                       |                         | ✓          |            |             |
| <b>Line K</b>                           | <b>DIAGNOSE AND REPAIR STEERING AND SUSPENSION, BRAKING, CONTROL SYSTEMS, TIRES, WHEELS, HUBS AND WHEEL BEARINGS</b> | <b>14%</b>              | <b>60%</b> | <b>40%</b> | <b>100%</b> |
| K1                                      | Diagnose and repair steering and control systems                                                                     |                         | ✓          | ✓          |             |
| K2                                      | Diagnose and repair suspension and control systems                                                                   |                         | ✓          |            |             |
| K3                                      | Diagnose and repair braking and control systems                                                                      |                         | ✓          | ✓          |             |
| <b>Total Percentage for AST Level 2</b> |                                                                                                                      | <b>100%</b>             |            |            |             |



Program Overview



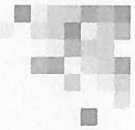
Training Topics and Suggested Time Allocation: Level 3

AUTOMOTIVE SERVICE TECHNICIAN – LEVEL 3

|                                         |                                                                  | % of Time Allocated to: |             |            |             |
|-----------------------------------------|------------------------------------------------------------------|-------------------------|-------------|------------|-------------|
|                                         |                                                                  | % of Time               | Theory      | Practical  | Total       |
| <b>Line E</b>                           | <b>DIAGNOSE AND REPAIR GASOLINE ENGINE SUPPORT SYSTEMS</b>       | <b>80%</b>              | <b>60%</b>  | <b>40%</b> | <b>100%</b> |
| E1                                      | Diagnose and repair advanced wiring and electronics              |                         | ✓           | ✓          |             |
| E2                                      | Diagnose and repair gasoline fuel delivery and injection systems |                         | ✓           | ✓          |             |
| E3                                      | Diagnose and repair gasoline ignition systems                    |                         | ✓           | ✓          |             |
| E4                                      | Diagnose and repair engine management systems                    |                         | ✓           | ✓          |             |
| E5                                      | Diagnose and repair gasoline intake and exhaust systems          |                         | ✓           |            |             |
| E6                                      | Diagnose and repair gasoline emissions control systems           |                         | ✓           | ✓          |             |
| <b>Line G</b>                           | <b>DIAGNOSE AND REPAIR VEHICLE NETWORKING SYSTEMS</b>            | <b>10%</b>              | <b>50%</b>  | <b>50%</b> | <b>100%</b> |
| G1                                      | Identify type of networking system                               |                         | ✓           |            |             |
| G2                                      | Diagnose and repair networking systems                           |                         | ✓           | ✓          |             |
| <b>Line H</b>                           | <b>DIAGNOSE AND REPAIR DRIVELINE SYSTEMS</b>                     | <b>3%</b>               | <b>100%</b> | <b>0%</b>  | <b>100%</b> |
| H5                                      | Diagnose and repair mechanical transfer cases                    |                         | ✓           |            |             |
| <b>Line I</b>                           | <b>DIAGNOSE AND REPAIR ELECTRICAL SYSTEMS AND COMPONENTS</b>     | <b>7%</b>               | <b>40%</b>  | <b>60%</b> | <b>100%</b> |
| I4                                      | Diagnose and repair electrical options and accessories           |                         | ✓           | ✓          |             |
| <b>Total Percentage for AST Level 3</b> |                                                                  | <b>100%</b>             |             |            |             |



Program Overview



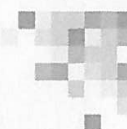
Training Topics and Suggested Time Allocation: Level 4

AUTOMOTIVE SERVICE TECHNICIAN – LEVEL 4

|                                         |                                                                                                         | % of Time Allocated to: |             |            |             |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------|-------------|------------|-------------|
|                                         |                                                                                                         | % of Time               | Theory      | Practical  | Total       |
| <b>Line C</b>                           | <b>USE COMMUNICATION AND MENTORING TECHNIQUES</b>                                                       | <b>1%</b>               | <b>100%</b> | <b>0%</b>  | <b>100%</b> |
| C2                                      | Use mentoring techniques                                                                                |                         | ✓           |            |             |
| <b>Line F</b>                           | <b>DIAGNOSE AND REPAIR DIESEL ENGINE SUPPORT SYSTEMS</b>                                                | <b>11%</b>              | <b>50%</b>  | <b>50%</b> | <b>100%</b> |
| F1                                      | Diagnose and repair diesel fuel delivery and injection systems                                          |                         | ✓           | ✓          |             |
| F2                                      | Diagnose and repair diesel intake and exhaust systems                                                   |                         | ✓           |            |             |
| F3                                      | Diagnose and repair diesel emission control systems                                                     |                         | ✓           |            |             |
| <b>Line H</b>                           | <b>DIAGNOSE AND REPAIR DRIVELINE SYSTEMS</b>                                                            | <b>54%</b>              | <b>50%</b>  | <b>50%</b> | <b>100%</b> |
| H3                                      | Diagnose and repair automatic transmissions and transaxles                                              |                         | ✓           | ✓          |             |
| H6                                      | Diagnose and repair all-wheel drive (AWD) systems                                                       |                         | ✓           | ✓          |             |
| <b>Line I</b>                           | <b>DIAGNOSE AND REPAIR ELECTRICAL SYSTEMS AND COMPONENTS</b>                                            | <b>2%</b>               | <b>80%</b>  | <b>20%</b> | <b>100%</b> |
| I5                                      | Diagnose and repair instrumentation, entertainment systems and displays                                 |                         | ✓           |            |             |
| <b>Line J</b>                           | <b>DIAGNOSE AND REPAIR HEATING, VENTILATION AND AIR CONDITIONING (HVAC) AND COMFORT CONTROL SYSTEMS</b> | <b>17%</b>              | <b>50%</b>  | <b>50%</b> | <b>100%</b> |
| J1                                      | Diagnose and repair air flow control and heating systems                                                |                         | ✓           |            |             |
| J2                                      | Diagnose and repair refrigerant systems                                                                 |                         | ✓           | ✓          |             |
| <b>Line L</b>                           | <b>DIAGNOSE AND REPAIR RESTRAINT SYSTEMS, BODY COMPONENTS, ACCESSORIES AND TRIM</b>                     | <b>5%</b>               | <b>60%</b>  | <b>40%</b> | <b>100%</b> |
| L1                                      | Diagnose and repair restraint systems                                                                   |                         | ✓           |            |             |
| <b>Line M</b>                           | <b>DIAGNOSE AND REPAIR HYBRID AND ELECTRIC VEHICLES (EV)</b>                                            | <b>10%</b>              | <b>80%</b>  | <b>20%</b> | <b>100%</b> |
| M2                                      | Diagnose and repair hybrid and electric vehicle (EV) systems                                            |                         | ✓           | ✓          |             |
| <b>Total Percentage for AST Level 4</b> |                                                                                                         | <b>100%</b>             |             |            |             |



## Appendices



## Level 1 Grading Sheet: Subject Competency and Weightings

| PROGRAM:<br>IN-SCHOOL TRAINING:                                                                                                                                                                   |                                                                                                           | AUTOMOTIVE SERVICE TECHNICIAN<br>LEVEL 1 |                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------|------------------------|
| LINE                                                                                                                                                                                              | SUBJECT COMPETENCIES                                                                                      | THEORY<br>WEIGHTING                      | PRACTICAL<br>WEIGHTING |
| A                                                                                                                                                                                                 | PERFORM SAFETY-RELATED FUNCTIONS                                                                          | 7%                                       | 7%                     |
| B                                                                                                                                                                                                 | USE TOOLS, EQUIPMENT AND DOCUMENTATION                                                                    | 10%                                      | 10%                    |
| C                                                                                                                                                                                                 | USE COMMUNICATION AND MENTORING TECHNIQUES                                                                | 1%                                       | 0%                     |
| H                                                                                                                                                                                                 | DIAGNOSE AND REPAIR DRIVELINE SYSTEMS                                                                     | 3%                                       | 5%                     |
| I                                                                                                                                                                                                 | DIAGNOSE AND REPAIR ELECTRICAL SYSTEMS AND COMPONENTS                                                     | 25%                                      | 33%                    |
| K                                                                                                                                                                                                 | DIAGNOSE AND REPAIR STEERING, SUSPENSION, BRAKING, CONTROL SYSTEMS, TIRES WHEELS, HUBS AND WHEEL BEARINGS | 45%                                      | 45%                    |
| L                                                                                                                                                                                                 | DIAGNOSE AND REPAIR RESTRAINT SYSTEMS, BODY COMPONENTS, ACCESSORIES AND TRIM                              | 5%                                       | 0%                     |
| M                                                                                                                                                                                                 | DIAGNOSE AND REPAIR HYBRID AND ELECTRIC VEHICLES (EV)                                                     | 4%                                       | 0%                     |
|                                                                                                                                                                                                   | Total                                                                                                     | 100%                                     | 100%                   |
| In-school theory / practical subject competency weighting                                                                                                                                         |                                                                                                           | 70%                                      | 30%                    |
| <b>Final in-school mark</b><br>Apprentices must achieve a minimum 70% for the final in-school mark to be eligible to write the Automotive Service Technician 1 Certificate of Qualification exam. |                                                                                                           | <b>IN-SCHOOL%</b>                        |                        |

|                                                                             |              |
|-----------------------------------------------------------------------------|--------------|
| <b>C of Q Exam Mark</b><br>A score of 70% or higher is required for a pass. | <b>EXAM%</b> |
|-----------------------------------------------------------------------------|--------------|

**All apprentices who complete the Automotive Service Technician 1 program with a FINAL level mark of 70% or greater will write the Automotive Service Technician 1 Certificate of Qualification examination as their final assessment.**



**Appendices**



**Level 2 Grading Sheet: Subject Competency and Weightings**

| PROGRAM:<br>IN-SCHOOL TRAINING:                                                                                                                                                                   |                                                                                                           | AUTOMOTIVE SERVICE TECHNICIAN<br>LEVEL 2 |                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------|------------------------|
| LINE                                                                                                                                                                                              | SUBJECT COMPETENCIES                                                                                      | THEORY<br>WEIGHTING                      | PRACTICAL<br>WEIGHTING |
| D                                                                                                                                                                                                 | DIAGNOSE AND REPAIR ENGINE SYSTEMS                                                                        | 30%                                      | 30%                    |
| H                                                                                                                                                                                                 | DIAGNOSE AND REPAIR DRIVELINE SYSTEMS                                                                     | 30%                                      | 30%                    |
| I                                                                                                                                                                                                 | DIAGNOSE AND REPAIR ELECTRICAL SYSTEMS AND COMPONENTS                                                     | 20%                                      | 20%                    |
| K                                                                                                                                                                                                 | DIAGNOSE AND REPAIR STEERING, SUSPENSION, BRAKING, CONTROL SYSTEMS, TIRES WHEELS, HUBS AND WHEEL BEARINGS | 20%                                      | 20%                    |
|                                                                                                                                                                                                   | Total                                                                                                     | 100%                                     | 100%                   |
| In-school theory & practical subject competency weighting                                                                                                                                         |                                                                                                           | 70%                                      | 30%                    |
| <b>Final in-school mark</b><br>Apprentices must achieve a minimum 70% for the final in-school mark to be eligible to write the Automotive Service Technician 2 Certificate of Qualification exam. |                                                                                                           | <b>IN-SCHOOL%</b>                        |                        |

|                                                                             |              |
|-----------------------------------------------------------------------------|--------------|
| <b>C of Q Exam Mark</b><br>A score of 70% or higher is required for a pass. | <b>EXAM%</b> |
|-----------------------------------------------------------------------------|--------------|

**All apprentices who complete the Automotive Service Technician 2 program with a FINAL level mark of 70% or greater will write the Automotive Service Technician 2 Certificate of Qualification examination as their final assessment.**



## Appendices



## Level 3 Grading Sheet: Subject Competency and Weightings

| PROGRAM:<br>IN-SCHOOL TRAINING:                                                                                                                                                                   |                                                       | AUTOMOTIVE SERVICE TECHNICIAN<br>LEVEL 3 |                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|------------------------------------------|------------------------|
| LINE                                                                                                                                                                                              | SUBJECT COMPETENCIES                                  | THEORY<br>WEIGHTING                      | PRACTICAL<br>WEIGHTING |
| E                                                                                                                                                                                                 | DIAGNOSE AND REPAIR GASOLINE ENGINE SUPPORT SYSTEMS   | 64                                       | 65                     |
| G                                                                                                                                                                                                 | DIAGNOSE AND REPAIR VEHICLE NETWORKING SYSTEMS        | 15                                       | 10                     |
| H                                                                                                                                                                                                 | DIAGNOSE AND REPAIR DRIVELINE SYSTEMS                 | 2                                        | 0                      |
| I                                                                                                                                                                                                 | DIAGNOSE AND REPAIR ELECTRICAL SYSTEMS AND COMPONENTS | 19                                       | 25                     |
|                                                                                                                                                                                                   | Total                                                 | 100%                                     | 100%                   |
| In-school theory / practical subject competency weighting                                                                                                                                         |                                                       | 70%                                      | 30%                    |
| <b>Final in-school mark</b><br>Apprentices must achieve a minimum 70% for the final in-school mark to be eligible to write the Automotive Service Technician 3 Certificate of Qualification exam. |                                                       | IN-SCHOOL%                               |                        |

|                                                                             |       |
|-----------------------------------------------------------------------------|-------|
| <b>C of Q Exam Mark</b><br>A score of 70% or higher is required for a pass. | EXAM% |
|-----------------------------------------------------------------------------|-------|

**All apprentices who complete the Automotive Service Technician 3 program with a FINAL level mark of 70% or greater will write the Automotive Service Technician 3 Certificate of Qualification examination as their final assessment.**



Appendices



**Level 4 Grading Sheet: Subject Competency and Weightings**

| PROGRAM:<br>IN-SCHOOL TRAINING:                                                                                                                                                         |                                                                                                  | AUTOMOTIVE SERVICE TECHNICIAN<br>LEVEL 4 |                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------|------------------------|
| LINE                                                                                                                                                                                    | SUBJECT COMPETENCIES                                                                             | THEORY<br>WEIGHTING                      | PRACTICAL<br>WEIGHTING |
| C                                                                                                                                                                                       | USE COMMUNICATION AND MENTORING TECHNIQUES                                                       | 1%                                       | 0%                     |
| F                                                                                                                                                                                       | DIAGNOSE AND REPAIR DIESEL ENGINE                                                                | 22%                                      | 20%                    |
| H                                                                                                                                                                                       | DIAGNOSE AND REPAIR DRIVELINE SYSTEMS                                                            | 25%                                      | 40%                    |
| I                                                                                                                                                                                       | DIAGNOSE AND REPAIR ELECTRICAL SYSTEMS AND COMPONENTS                                            | 10%                                      | 0%                     |
| J                                                                                                                                                                                       | DIAGNOSE AND REPAIR HEATING, VENTILATION AND AIR CONDITIONING (HVAC) AND COMFORT CONTROL SYSTEMS | 22%                                      | 30%                    |
| L                                                                                                                                                                                       | DIAGNOSE AND REPAIR RESTRAINT SYSTEMS, BODY COMPONENTS, ACCESSORIES AND TRIM                     | 8%                                       | 0%                     |
| M                                                                                                                                                                                       | DIAGNOSE AND REPAIR HYBRID AND ELECTRIC VEHICLES (EV)                                            | 12%                                      | 10%                    |
|                                                                                                                                                                                         | Total                                                                                            | 100%                                     | 100%                   |
| In-school theory / practical subject competency weighting                                                                                                                               |                                                                                                  | 70%                                      | 30%                    |
| <b>Final in-school mark</b><br>Apprentices must achieve a minimum 70% for the final in-school mark to be eligible to write the Automotive Service Technician 4 Standardized Level exam. |                                                                                                  | <b>IN-SCHOOL%</b>                        |                        |
| <b>In-school Mark</b><br>Combined theory and practical subject competency multiplied by                                                                                                 |                                                                                                  | 80%                                      |                        |
| <b>Standardized Level Exam Mark</b><br>The exam score is multiplied by                                                                                                                  |                                                                                                  | 20%                                      |                        |
| <b>Final Level Mark</b><br>Apprentices must achieve a minimum 70% for the final in-school mark to be eligible to write the Automotive Service Technician Interprovincial Red Seal exam. |                                                                                                  | <b>FINAL %</b>                           |                        |



OFFICIAL PROGRAM STANDARDS NOTIFICATION (OPSN)

Issued: June 16, 2016

Program: Carpenter

**To:** ITA Training Providers  
Articulation Chair  
System Liaison Person  
School Districts

**Subject:** Carpenter Program Update

**OPSN No.:** OPSN 2016-009

**Effective Date:** March 31, 2017

**Summary of Change:** Please be advised that a new Program Outline has been posted to the Industry Training Authority (ITA) website.

**Rationale:** At the request of industry, the Canadian Council of Directors of Apprenticeship (CCDA)'s Harmonization Initiative was launched in Fall 2013, and endorsed by the Forum of Labour Market Ministers (FLMM) in 2014. The goal of Harmonization is to *substantively align* apprenticeship systems across Canada by making apprenticeship training requirements more consistent in Red Seal trades.

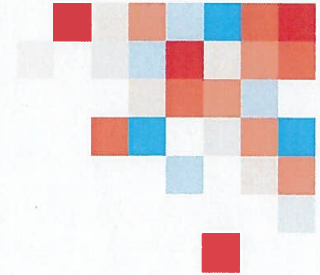
In consultation with stakeholders, the CCDA identified four harmonization priorities:

1. Use of Red Seal trade name
2. Consistent total training hours (in-school and on-the-job)
3. Same number of training levels
4. Consistent sequencing of training content, including use of most recent National Occupational Analysis.

Phase One sought to harmonize ten trades, which included Carpenter. After a series of consultations and pan-Canadian webinars, the finalized priorities for Carpenter were as follows:

1. Trade name – Carpenter (no change)
2. Total training hours – 7200 (no change in technical training hours; change in work-based training hours – see **Work-based Training Hours Details** attached)
3. Number of levels – 4 (no change)
4. Sequencing of content – (changed – see **Outline Review Details** attached or the Program Outline at <http://www.itabc.ca/program/carpenter>.)

The changes to the sequencing of technical training prompted a review of the BC



Carpenter Program to align it to the harmonized sequencing.

**Details:** A Carpenter Program Review was conducted in March 2016 to align the ITA Carpenter Program to the Harmonized Sequencing. The review process resulted in significant changes to the sequence of technical training.

ITA is working with the BCATTA Harmonization Implementation group to identify transition strategies for training providers. ITA is also working on a communication plan to inform apprentices and employers of the changes to the program.

**Attachments:** ***Carpenter Program Outline Review Details***  
This attachment provides details of the revisions made to the Carpenter Program Outline during the review process.

**For more information contact:** Kathryn Rockwell  
Program Development Officer  
email: [krockwell@itabc.ca](mailto:krockwell@itabc.ca)

**cc:** All Staff



**Carpenter Harmonization: Work-Based Training Hours Details**

In order to align with the harmonized standard of 7,200 hours of total training, BC's work-based training (WBT) hours for Carpenter will be reduced by 120 hours in the apprenticeship pathway and by 180 hours in the challenge pathway. (See details below)

**Apprenticeship Pathway**

| Current BC Program                                       | Hours        |
|----------------------------------------------------------|--------------|
| BC Technical Training (210 hours X 4 levels = 840 hours) | 840          |
| BC Work-based Training Hours                             | 6,480        |
| <b>BC Current Total Training Hours</b>                   | <b>7,320</b> |

| Proposed (Harmonized) Program                            | Hours        |
|----------------------------------------------------------|--------------|
| BC Technical Training (210 hours X 4 levels = 840 hours) | 840          |
| BC Work-based Training Hours                             | 6,360        |
| <b>Proposed (Harmonized) Total Training Hours</b>        | <b>7,200</b> |

**Challenge Pathway and Sign-off Authority**

| Current BC Program                        | Hours        |
|-------------------------------------------|--------------|
| BC Work-based Training Hours              | 6,480        |
| ITA Formula for Calculating Challenge WBT | X 1.5        |
| <b>BC Current Challenge WBT Hours</b>     | <b>9,720</b> |

| Proposed (Harmonized) Program                    | Hours        |
|--------------------------------------------------|--------------|
| Proposed (Harmonized) Work-based Training Hours  | 6,360        |
| ITA Formula for Calculating Challenge WBT        | X 1.5        |
| <b>Proposed (Harmonized) Challenge WBT Hours</b> | <b>9,540</b> |

**Note:** Technical training is 7 weeks/level (based on a 30 hour week). This is not changing.



### Carpenter Program Outline Review Details - Harmonization

#### Key

Red Text = Competency/ content moved out of level

Green Text = Competency/ content moved into level

Blue Text = Renumbering

Black Text = No change

#### Summary - Competency Migration

| CARPENTER LEVEL 1      |                                                  | CARPENTER LEVEL 2 |                                                  | CARPENTER LEVEL 3         |                                                  | CARPENTER LEVEL 4       |                                                  |
|------------------------|--------------------------------------------------|-------------------|--------------------------------------------------|---------------------------|--------------------------------------------------|-------------------------|--------------------------------------------------|
| Line A                 | Safe Work Practices                              | Line A            | Safe Work Practices                              | Line A                    | Safe Work Practices                              | Line A                  | Safe Work Practices                              |
| L2 content moved to L1 | A1: Apply Shop and Site Safety Practices         | Moved to L1       | A1: Apply Shop and Site Safety Practices         |                           |                                                  |                         |                                                  |
|                        | A2: Apply Personal Safety Practices              |                   |                                                  |                           |                                                  |                         |                                                  |
| Line B                 | Documentation & Organizational Skills            | Line B            | Documentation & Organizational Skills            | Line B                    | Documentation & Organizational Skills            | Line B                  | Documentation & Organizational Skills            |
| Removed                | B1: Describe Carpentry Trade FDN Only            |                   |                                                  |                           |                                                  |                         |                                                  |
| Renumbered             | B1: Use Construction Drawings and Specifications | Renumbered        | B1: Use Construction Drawings and Specifications | Renumbered/ moved from L4 | B1: Use Construction Drawings and Specifications | Renumbered/ moved to L3 | B1: Use Construction Drawings and Specifications |
| Renumbered             | B2: Interpret Building Codes and Bylaws          | Renumbered        | B2: Interpret Building Codes and Bylaws          | Renumbered                | B2: Interpret Building Codes and Bylaws          | Renumbered              | B2: Interpret Building Codes and Bylaws          |
| Renumbered             | B3: Plan and Organize Work                       |                   |                                                  |                           |                                                  | Renumbered              | B3: Plan and Organize Work                       |
| Renumbered             | B4: Perform Trade Math                           |                   |                                                  |                           |                                                  |                         |                                                  |
| Line C                 | Tools and Equipment                              | Line C            | Tools and Equipment                              | Line C                    | Tools and Equipment                              | Line C                  | Tools and Equipment                              |
|                        | C1: Use Hand Tools                               |                   |                                                  |                           | C1: Use Hand Tools                               |                         |                                                  |
| Moved from L3          | C2: Use Portable Power Tools                     | Moved from L3     | C2: Use Portable Power Tools                     | Moved to L2 & L1          | C2: Use Portable Power Tools                     |                         |                                                  |
|                        | C3: Use Stationary Power Tools                   | Moved from L3     | C3: Use Stationary Power Tools                   | Some content to L2        | C3: Use Stationary Power Tools                   |                         |                                                  |
|                        |                                                  |                   | C4: Use Oxy-fuel Equipment                       |                           |                                                  |                         |                                                  |



**Carpenter Program Outline Review Details - Harmonization**

| Line D        | Survey Instruments and Equipment                            | Line D                  | Survey Instruments and Equipment                            | Line D          | Survey Instruments and Equipment                            | Line D        | Survey Instruments and Equipment       |
|---------------|-------------------------------------------------------------|-------------------------|-------------------------------------------------------------|-----------------|-------------------------------------------------------------|---------------|----------------------------------------|
| Moved from L2 | D1: Use Levelling Instruments and Equipment                 | Moved to L1             | D1: Use Levelling Instruments and Equipment                 |                 |                                                             |               |                                        |
|               |                                                             | Moved from L3           | D2: Use Site Layout Equipment                               | Moved to L2 & 4 | D2: Use Site Layout Equipment                               | Moved from L3 | D2: Use Site Layout Equipment          |
| Line E        | Access, Rigging and Hoisting Equipment                      | Line E                  | Access, Rigging and Hoisting Equipment                      | Line E          | Access, Rigging and Hoisting Equipment                      | Line E        | Access, Rigging and Hoisting Equipment |
| Moved from L2 | E1: Use Ladders, Scaffolds and Access Equipment             | Moved to L1             | E1: Use Ladders, Scaffolds and Access Equipment             |                 |                                                             |               |                                        |
| Moved from L2 | E2: Use Rigging and Hoisting Equipment                      | Moved to L1             | E2: Use Rigging and Hoisting Equipment                      |                 |                                                             |               |                                        |
| Line F        | Site Layout                                                 | Line F                  | Site Layout                                                 | Line F          | Site Layout                                                 | Line F        | Site Layout                            |
|               | F1: Layout Building Locations                               |                         | F1: Layout Building Locations                               |                 |                                                             |               |                                        |
|               |                                                             | Moved to L4             | F2: Prepare Building Site                                   |                 |                                                             | Moved from L2 | F2: Prepare Building Site              |
|               |                                                             | Moved to L3             | F3: Apply Excavation and Shoring Practices                  | Moved from L2   | F3: Apply Excavation and Shoring Practices                  |               |                                        |
| Line G        | Concrete Formwork                                           | Line G                  | Concrete Formwork                                           | Line G          | Concrete Formwork                                           | Line G        | Concrete Formwork                      |
|               | G1: Use Concrete Types, Materials, Additives and Treatments | Moved to L3             | G1: Use Concrete Types, Materials, Additives and Treatments | Moved from L2   | G1: Use Concrete Types, Materials, Additives and Treatments |               |                                        |
| Moved from L2 | G2: Select Concrete Forming Systems                         | Moved to Levels 1 & 3   | G2: Select Concrete Forming Systems                         | Moved from L2   | G2: Select Concrete Forming Systems                         |               |                                        |
| Moved from L3 | G3: Build Footing and Vertical Formwork                     | Moved to L3 & 1         | G3: Build Footing and Vertical Formwork                     | Moved from L2   | G3: Build Footing and Vertical Formwork                     |               |                                        |
| Moved from L2 | G4: Build Slab-On-Grade Forms and Suspended Slab Forms      | some content to L1 & L3 | G4: Build Slab-On-Grade Forms and Suspended Slab Forms      | Moved from L2   | G4: Build Slab-On-Grade Forms and Suspended Slab Forms      |               |                                        |
| Moved from L2 | G5: Install Reinforcement and Embedded Items                | Moved to Levels 1 & 3   | G5: Install Reinforcement and Embedded Items                | Moved from L2   | G5: Install Reinforcement and Embedded Items                |               |                                        |
|               |                                                             | Moved to L3             | G6: Build Concrete Stair Forms                              | Moved from L2   | G6: Build Concrete Stair Forms                              |               |                                        |

OPSN-2016-009-Carpenter-Program-Review-Details-Harmonization.docx

5



**Carpenter Program Outline Review Details - Harmonization**

|                            |                                          |                          |                                  |                          |                                  |                          |                                                   |
|----------------------------|------------------------------------------|--------------------------|----------------------------------|--------------------------|----------------------------------|--------------------------|---------------------------------------------------|
| Moved from L2              | G7: Place and Finish Concrete            | Some content moved to L1 | G7: Place and Finish Concrete    |                          |                                  |                          |                                                   |
|                            |                                          | Moved to L3              | G8: Install Specialized Formwork | Moved from L2 & 4        | G8: Install Specialized Formwork | Moved to L3              | G8: Install Specialized Formwork                  |
| <b>Line H</b>              | <b>Wood Frame Construction</b>           | <b>Line H</b>            | <b>Wood Frame Construction</b>   | <b>Line H</b>            | <b>Wood Frame Construction</b>   | <b>Line H</b>            | <b>Wood Frame Construction</b>                    |
|                            | H1: Describe Wood Frame Construction     |                          |                                  |                          |                                  |                          |                                                   |
| Some content to L2         | H2: Select Framing Materials             | Some content from L1     | H2: Select Framing Materials     |                          |                                  |                          |                                                   |
|                            | H3: Build Floor Systems                  |                          |                                  |                          |                                  |                          |                                                   |
| Moved to L2                | H4: Build Wall Systems                   | Moved from L1            | H4: Build Wall Systems           |                          |                                  |                          |                                                   |
|                            | H5: Build Stair Systems                  | Moved from L3            | H5: Build Stair Systems          | Moved to L2              | H5: Build Stair Systems          |                          | H5: Build Stair Systems                           |
| Moved to L2                | H6: Build Roof Systems                   | Moved from L1            | H6: Build Roof Systems           |                          | H6: Build Roof Systems           |                          | H6: Build Roof Systems                            |
|                            |                                          |                          |                                  |                          |                                  |                          | H7: Build Specialized Framing Systems             |
|                            |                                          |                          |                                  |                          |                                  |                          | H8: Perform Renovations and Additions             |
|                            |                                          |                          |                                  |                          |                                  |                          | H9: Build Timber and Engineered Wood Construction |
| Some content moved from L4 | H10: Build Decks and Exterior Structures |                          |                                  |                          |                                  | Some content moved to L1 | H10: Build Decks and Exterior Structures          |
| <b>Line I</b>              | <b>Finishing Materials</b>               | <b>Line I</b>            | <b>Finishing Materials</b>       | <b>Line I</b>            | <b>Finishing Materials</b>       | <b>Line I</b>            | <b>Finishing Materials</b>                        |
|                            |                                          | Moved from L4            | I1: Describe Roofing Materials   |                          |                                  | Moved to L2              | I1: Describe Roofing Materials                    |
|                            |                                          | Some content moved from  | I2: Install Doors and Hardware   | Some content moved to L2 | I2: Install Doors and Hardware   |                          |                                                   |

OPSN-2016-009-Carpenter-Program-Review-Details-Harmonization.docx

6



Carpenter Program Outline Review Details - Harmonization

|        |                                             |               |                                                    |                            |                                                       |                          |                                                      |
|--------|---------------------------------------------|---------------|----------------------------------------------------|----------------------------|-------------------------------------------------------|--------------------------|------------------------------------------------------|
|        |                                             | L3            |                                                    |                            |                                                       |                          |                                                      |
|        |                                             | Moved from L3 | I3 Install Windows and Hardware                    | Moved to L2                | I3 Install Windows and Hardware                       |                          |                                                      |
|        |                                             | Moved from L3 | I4: Install Exterior Finishes                      | Moved to L2                | I4: Install Exterior Finishes                         |                          |                                                      |
|        |                                             |               |                                                    |                            | I5: Install Interior Finishes<br>I6: Install Cabinets |                          | I5: Install Interior Finishes                        |
|        |                                             |               |                                                    | Some content moved from L4 | I7: Install Interior Floor, Ceiling and Wall Systems  | Some content moved to L3 | I7: Install Interior Floor, Ceiling and Wall Systems |
| Line J | Building Science                            | Line J        | Building Science                                   | Line J                     | Building Science                                      | Line J                   | Building Science                                     |
|        | J1: Control the Forces Acting on a Building |               | J1: Control the Forces Acting on a Building        |                            |                                                       |                          | J1: Control the Forces Acting on a Building          |
|        |                                             | Moved from L3 | J2: Control Heat and Sound Transmission            | Moved to L2                | J2: Control Heat and Sound Transmission               |                          |                                                      |
|        |                                             | Moved from L3 | J3: Control Air and Moisture Movement in Buildings | Moved to L2                | J3: Control Air and Moisture Movement in Buildings    |                          |                                                      |
|        |                                             |               |                                                    |                            |                                                       |                          |                                                      |



### Carpenter Program Outline Review Details - Harmonization

#### Details of Changes

|               | Current Level 1                                |               | Harmonized Level 1                                  | Description of Changes                                                                         |
|---------------|------------------------------------------------|---------------|-----------------------------------------------------|------------------------------------------------------------------------------------------------|
| <b>Line A</b> | <b>Safe Work Practices</b>                     | <b>Line A</b> | <b>Safe Work Practices</b>                          |                                                                                                |
| A1            | Apply Shop and Site Safety Practices           | <b>A1</b>     | <b>Apply Shop and Site Safety Practices</b>         | Content from Current L2 moved into Harmonized L1                                               |
| A2            | Apply Personal Safety Practices                | A2            | Apply Personal Safety Practices                     |                                                                                                |
| <b>Line B</b> | <b>Documentation and Organizational Skills</b> | <b>Line B</b> | <b>Documentation and Organizational Skills</b>      |                                                                                                |
| B1            | Describe Carpentry Trade FDN only              |               |                                                     | Competency removed; Training Providers can exceed the L1 program outline in their FDN programs |
| B2            | Use Construction Drawings and Specifications   | <b>B1</b>     | <b>Use Construction Drawings and Specifications</b> | Competency re-numbered                                                                         |
| B3            | Interpret Building Codes and Bylaws            | <b>B2</b>     | <b>Interpret Building Codes and Bylaws</b>          | Competency re-numbered                                                                         |
| B4            | Plan and Organize Work                         | <b>B3</b>     | <b>Plan and Organize Work</b>                       | Competency re-numbered                                                                         |
| B5            | Perform Trade Math                             | <b>B4</b>     | <b>Perform Trade Math</b>                           | Competency re-numbered                                                                         |
| <b>Line C</b> | <b>Tools and Equipment</b>                     | <b>Line C</b> | <b>Tools and Equipment</b>                          |                                                                                                |
| C1            | Use Hand Tools                                 | C1            | Use Hand Tools                                      |                                                                                                |
| C2            | Use Portable Power Tools                       | <b>C2</b>     | <b>Use Portable Power Tools</b>                     | Competency from Current L3 split into Harmonized L1 & L2                                       |
| C3            | Use Stationary Power Tools                     | C3            | Use Stationary Power Tools                          |                                                                                                |
| <b>Line D</b> | <b>Survey Instruments and Equipment</b>        | <b>Line D</b> | <b>Survey Instruments and Equipment</b>             |                                                                                                |
| D1            | Use Levelling Instruments and Equipment        | <b>D1</b>     | <b>Use Levelling Instruments and Equipment</b>      | Competency moved from Current L2 into Harmonized L1                                            |
| <b>Line E</b> | <b>Access, Rigging and Hoisting Equipment</b>  | <b>Line E</b> | <b>Access, Rigging and Hoisting Equipment</b>       |                                                                                                |
| E1            | Use Ladders, Scaffolds and Access Equipment    | <b>E1</b>     | <b>Use Ladders, Scaffolds and Access Equipment</b>  | Content moved from Current L2 to Harmonized L1                                                 |
|               |                                                | <b>E2</b>     | <b>Use Rigging and Hoisting Equipment</b>           | Competency moved from Current L2 into Harmonized L1                                            |
| <b>Line F</b> | <b>Site Layout</b>                             | <b>Line F</b> | <b>Site Layout</b>                                  |                                                                                                |
| F1            | Lay Out Building Locations                     | F1            | Lay Out Building Locations                          |                                                                                                |
| <b>Line G</b> | <b>Concrete Formwork</b>                       | <b>Line G</b> | <b>Concrete Formwork</b>                            |                                                                                                |

OPSN-2016-009-Carpenter-Program-Review-Details-Harmonization.docx

8



**Carpenter Program Outline Review Details - Harmonization**

|        | Current Level 1                                         |        | Harmonized Level 1                                      | Description of Changes                                   |
|--------|---------------------------------------------------------|--------|---------------------------------------------------------|----------------------------------------------------------|
| G1     | Use Concrete Types, Materials, Additives and Treatments | G1     | Use Concrete Types, Materials, Additives and Treatments |                                                          |
|        |                                                         | G2     | Select Concrete Forming Systems                         | Competency from Current L2 split into Harmonized L1 & L3 |
| G3     | Build Footing and Vertical Formwork                     | G3     | Build Footing and Vertical Formwork                     | Competency from Current L2 split into Harmonized L1 & L3 |
|        |                                                         | G4     | Build Slab-On-Grade Forms and Suspended Slab Forms      | Content moved from Current L2 into Harmonized L1 & L3    |
|        |                                                         | G5     | Install Reinforcement and Embedded Items                | Competency from Current L2 split into Harmonized L1 & L3 |
|        |                                                         | G7     | Place and Finish Concrete                               | Some content from Current L2 moved into Harmonized L1    |
| Line H | Wood Frame Construction                                 | Line H | Wood Frame Construction                                 |                                                          |
| H1     | Describe Wood Frame Construction                        | H1     | Describe Wood Frame Construction                        |                                                          |
| H2     | Select Framing Materials                                | H2     | Select Framing Materials                                | Some content moved Current L1 into Harmonized L2         |
| H3     | Build Floor Systems                                     | H3     | Build Floor Systems                                     |                                                          |
| H4     | Build Wall Systems                                      |        |                                                         | Competency moved from Current L1 into Harmonized L2      |
| H5     | Build Stair Systems                                     | H5     | Build Stair Systems                                     |                                                          |
| H6     | Build Roof Systems                                      |        |                                                         | Competency moved from Current L1 into Harmonized L2      |
|        |                                                         | H10    | Build Decks and Exterior Structures                     | Some content moved from Current L4 into Harmonized L1    |
| Line J | Building Science                                        | Line J | Building Science                                        |                                                          |
| J1     | Control the Forces Acting on a Building                 | J1     | Control the Forces Acting on a Building                 |                                                          |



### Carpenter Program Outline Review Details - Harmonization

|        | Current Level 2                                         |        | Harmonized Level 2                           | Description of Changes                                   |
|--------|---------------------------------------------------------|--------|----------------------------------------------|----------------------------------------------------------|
| Line A | Safe Work Practices                                     | Line A | Safe Work Practices                          |                                                          |
| A1     | Apply Shop and Site Safety Practices                    |        |                                              | Content moved from Current L2 into Harmonized L1         |
| Line B | Documentation and Organizational Skills                 | Line B | Documentation and Organizational Skills      |                                                          |
| B1     | Use Construction Drawings and Specifications            | B1     | Use Construction Drawings and Specifications | Competency re-numbered                                   |
| B2     | Interpret Building Codes and Bylaws                     | B2     | Interpret Building Codes and Bylaws          | Competency re-numbered                                   |
| Line C | Tools and Equipment                                     | Line C | Tools and Equipment                          |                                                          |
| C2     | Use Portable Power Tools                                | C2     | Use Portable Power Tools                     | Content from Current L3 split into Harmonized L2 & L1    |
|        |                                                         | C3     | Use Stationary Power Tools                   | Some content moved from Current L3 into Harmonized L2    |
| C4     | Use Oxy-Fuel Equipment                                  | C4     | Use Oxy-Fuel Equipment                       |                                                          |
| Line D | Survey Instruments and Equipment                        | Line D | Survey Instruments and Equipment             |                                                          |
| D1     | Use Levelling Instruments and Equipment                 |        |                                              | Competency moved from Current L2 into Harmonized L1      |
| D2     | Use Site Layout Equipment                               | D2     | Use Site Layout Equipment                    | Competency from Current L3 split into Harmonized L2 & L4 |
| Line E | Access, Rigging and Hoisting Equipment                  |        |                                              |                                                          |
| E1     | Use Ladders, Scaffolds and Access Equipment             |        |                                              | Competency moved from Current L2 into Harmonized L1      |
| E2     | Use Rigging and Hoisting Equipment                      |        |                                              | Competency moved from Current L2 into Harmonized L1      |
| Line F | Site Layout                                             | Line F | Site Layout                                  |                                                          |
| F1     | Lay Out Building Locations                              | F1     | Lay Out Building Locations                   |                                                          |
| F2     | Prepare Building Site                                   |        |                                              | Competency moved from Current L2 into Harmonized L4      |
| F3     | Apply Excavation and Shoring Practices                  |        |                                              | Competency moved from Current L2 into Harmonized L3      |
| Line G | Concrete Formwork                                       | Line G | Concrete Formwork                            |                                                          |
| G1     | Use Concrete Types, Materials, Additives and Treatments |        |                                              | Competency moved from Current L2 into Harmonized L3      |
| G2     | Select Concrete Forming Systems                         |        |                                              | Competency from Current L2 split into Harmonized L1 & L3 |

OPSN-2016-009-Carpenter-Program-Review-Details-Harmonization.docx

10



### Carpenter Program Outline Review Details - Harmonization

|        | Current Level 2                                    |        | Harmonized Level 2                                 | Description of Changes                                   |
|--------|----------------------------------------------------|--------|----------------------------------------------------|----------------------------------------------------------|
| G3     | Build Footing and Vertical Formwork                |        |                                                    | Competency from Current L2 split into Harmonized L1 & L3 |
| G4     | Build Slab-On-Grade Forms and Suspended Slab Forms | G4     | Build Slab-On-Grade Forms and Suspended Slab Forms | Some content moved from Current L2 into Harmonized L1&L3 |
| G5     | Install Reinforcement and Embedded Items           |        |                                                    | Competency from Current L2 split into Harmonized L1 & L3 |
| G6     | Build Concrete Stair Forms                         |        |                                                    | Competency moved from Current L2 into Harmonized L3      |
| G7     | Place and Finish Concrete                          | G7     | Place and Finish Concrete                          | Some content moved from Current L2 into Harmonized L1    |
| G8     | Install Specialized Formwork                       |        |                                                    | Competency moved from Current L2 & L4 into Harmonized L3 |
| Line H | Wood Frame Construction                            | Line H | Wood Frame Construction                            |                                                          |
|        |                                                    | H2     | Select Framing Materials                           | Content moved from Current L1 into Harmonized L2         |
|        |                                                    | H4     | Build Wall Systems                                 | Competency moved from Current L1 into Harmonized L2      |
|        |                                                    | H5     | Build Stair Systems                                | Competency moved from Current L3 into Harmonized L2      |
|        |                                                    | H6     | Build Roof Systems                                 | Competency moved from Current L1 into Harmonized L2      |
| Line I | Finishing Materials                                | Line I | Finishing Materials                                |                                                          |
|        |                                                    | I1     | Describe Roofing Materials                         | Competency moved from Current L4 into Harmonized L2      |
|        |                                                    | I2     | Install Doors and Hardware                         | Some content moved from Current L3 into Harmonized L2    |
|        |                                                    | I3     | Install Windows and Hardware                       | Competency moved from Current L3 to Harmonized L2        |
|        |                                                    | I4     | Install Exterior Finishes                          | Competency moved from Current L3 to Harmonized L2        |
| Line J | Building Science                                   | Line J | Building Science                                   |                                                          |
| J1     | Control the Forces Acting on a Building            | J1     | Control the Forces Acting on a Building            |                                                          |
|        |                                                    | J2     | Control Heat and Sound Transmission                | Competency moved from Current L3 into Harmonized L2      |
|        |                                                    | J3     | Control Air and Moisture Movement in Buildings     | Competency moved from Current L3 into Harmonized L2      |



### Carpenter Program Outline Review Details - Harmonization

|        | Current Level 3                              |        | Harmonized Level 3                                      | Description of Changes                                                    |
|--------|----------------------------------------------|--------|---------------------------------------------------------|---------------------------------------------------------------------------|
| Line B | Documentation and Organizational Skills      | Line B | Documentation and Organizational Skills                 |                                                                           |
| B1     | Use Construction Drawings and Specifications | B1     | Use Construction Drawings and Specifications            | Competency renumbered<br>Content moved from Current L4 into Harmonized L3 |
| B2     | Interpret Building Codes and Bylaws          | B2     | Interpret Building Codes and Bylaws                     | Competency renumbered                                                     |
| Line C | Tools and Equipment                          | Line C | Tools and Equipment                                     |                                                                           |
| C1     | Use Hand Tools                               | C1     | Use Hand Tools                                          |                                                                           |
| C2     | Use Portable Power Tools                     |        |                                                         | Content moved from Current L3 into Harmonized L1 & L2                     |
| C3     | Use Stationary Power Tools                   | C3     | Use Stationary Power Tools                              | Some content moved from Current L3 into Harmonized L2                     |
| Line D | Survey Instruments and Equipment             |        |                                                         |                                                                           |
| D2     | Use Site Layout Equipment                    |        |                                                         | Content moved from Current L3 into Harmonized L2 & L4                     |
| Line F | Site Layout                                  | Line F | Site Layout                                             |                                                                           |
|        |                                              | F3     | Apply Excavation and Shoring Practices                  | Competency moved from Current L2 into Harmonized L3                       |
| Line G | Concrete Formwork                            | Line G | Concrete Formwork                                       |                                                                           |
|        |                                              | G1     | Use Concrete Types, Materials, Additives and Treatments | Content moved from Current L2 into Harmonized L3                          |
|        |                                              | G2     | Select Concrete Forming Systems                         | Competency from Current L2 split into Harmonized L1 & L3                  |
|        |                                              | G3     | Build Footing and Vertical Formwork                     | Competency from Current L2 split into Harmonized L1 & L3                  |
|        |                                              | G4     | Build Slab-On-Grade Forms and Suspended Slab Forms      | Content moved from Current L2 into Harmonized L1 & L3                     |
|        |                                              | G5     | Install Reinforcement and Embedded Items                | Competency from Current L2 split into Harmonized L1 & L3                  |
|        |                                              | G6     | Build Concrete Stair Forms                              | Competency moved from Current L2 into Harmonized L3                       |
|        |                                              | G8     | Install Specialized Formwork                            | Competency moved from Current L2 and L4 into Harmonized L3                |
| Line H | Wood Frame Construction                      | Line H | Wood Frame Construction                                 |                                                                           |
| H5     | Build Stair Systems                          |        |                                                         | Competency moved from Current L3 into Harmonized L2                       |

OPSN-2016-009-Carpenter-Program-Review-Details-Harmonization.docx

12



Carpenter Program Outline Review Details - Harmonization

|        | Current Level 3                                |        | Harmonized Level 3                               | Description of Changes                                |
|--------|------------------------------------------------|--------|--------------------------------------------------|-------------------------------------------------------|
| H6     | Build Roof Systems                             | H6     | Build Roof Systems                               |                                                       |
| Line I | Finishing Materials                            | Line I | Finishing Materials                              |                                                       |
| I2     | Install Doors and Hardware                     | I2     | Install Doors and Hardware                       | Some content moved to Harmonized L2                   |
| I3     | Install Windows and Hardware                   |        |                                                  | Competency moved from Current L3 into Harmonized L2   |
| I4     | Install Exterior Finishes                      |        |                                                  | Competency moved from Current L3 into Harmonized L2   |
| I5     | Install Interior Finishes                      | I5     | Install Interior Finishes                        |                                                       |
| I6     | Install Cabinets                               | I6     | Install Cabinets                                 |                                                       |
|        |                                                | I7     | Install Interior Floor, Ceiling and Wall Systems | Some content moved from Current L4 into Harmonized L3 |
| Line J | Building Science                               |        |                                                  |                                                       |
| J2     | Control Heat and Sound Transmission            |        |                                                  | Competency moved from Current L3 into Harmonized L2   |
| J3     | Control Air and Moisture Movement in Buildings |        |                                                  | Competency moved from Current L3 into Harmonized L2   |



### Carpenter Program Outline Review Details - Harmonization

|        | Current Level 4                                  |        | Harmonized Level 4                               | Description of Changes                                                    |
|--------|--------------------------------------------------|--------|--------------------------------------------------|---------------------------------------------------------------------------|
| Line B | Documentation and Organizational Skills          | Line B | Documentation and Organizational Skills          |                                                                           |
| B1     | Use Construction Drawings and Specifications     |        |                                                  | Competency renumbered<br>Content moved from Current L4 into Harmonized L3 |
| B2     | Interpret Building Codes and Bylaws              | B2     | Interpret Building Codes and Bylaws              |                                                                           |
| B3     | Plan and Organize Work                           | B3     | Plan and Organize Work                           |                                                                           |
| Line D | Survey Instruments and Equipment                 | Line D | Survey Instruments and Equipment                 |                                                                           |
| D2     | Use Site Layout Equipment                        | D2     | Use Site Layout Equipment                        | Competency from Current L3 split into Harmonized L2 & L4                  |
| Line F | Site Layout                                      | Line F | Site Layout                                      |                                                                           |
| F2     | Prepare Building Site                            | F2     | Prepare Building Site                            | Competency moved from Current L2 into Harmonized L4                       |
| Line G | Concrete Formwork                                |        |                                                  |                                                                           |
| G8     | Install Specialized Formwork                     |        |                                                  | Content moved from Current L2 and L4 to Harmonized L3                     |
| Line H | Wood Frame Construction                          | Line H | Wood Frame Construction                          |                                                                           |
| H5     | Build Stair Systems                              | H5     | Build Stair Systems                              |                                                                           |
| H6     | Build Roof Systems                               | H6     | Build Roof Systems                               |                                                                           |
| H7     | Build Specialized Framing Systems                | H7     | Build Specialized Framing Systems                |                                                                           |
| H8     | Perform Renovations and Additions                | H8     | Perform Renovations and Additions                |                                                                           |
| H9     | Build Timber and Engineered Wood Construction    | H9     | Build Timber and Engineered Wood Construction    |                                                                           |
| H10    | Build Decks and Exterior Structures              | H10    | Build Decks and Exterior Structures              | Some content moved from Current L4 into Harmonized L1                     |
| Line I | Finishing Materials                              | Line I | Finishing Materials                              |                                                                           |
| I1     | Describe Roofing Materials                       |        |                                                  | Competency moved from Current L4 to Harmonized L2                         |
| I5     | Install Interior Finishes                        | I5     | Install Interior Finishes                        |                                                                           |
| I7     | Install Interior Floor, Ceiling and Wall Systems | I7     | Install Interior Floor, Ceiling and Wall Systems | Some content from Current L4 moved into Harmonized L3                     |

OPSN-2016-009-Carpenter-Program-Review-Details-Harmonization.docx

14



*Carpenter Program Outline Review Details - Harmonization*

| Current Level 4 |                                         | Harmonized Level 4 |                                         | Description of Changes |
|-----------------|-----------------------------------------|--------------------|-----------------------------------------|------------------------|
| Line J          | Building Science                        | Line J             | Building Science                        |                        |
| J1              | Control the Forces Acting on a Building | J1                 | Control the Forces Acting on a Building |                        |

# **Carpenter Harmonization**

## **Transition Plan**

November 15, 2016

Carpenter Harmonization Transition Plan, page 1

## **Table of Contents**

|                                        |    |
|----------------------------------------|----|
| Abbreviations .....                    | 3  |
| Introduction: Harmonization .....      | 4  |
| Transition Planning Process .....      | 5  |
| Transition Plan 2016-2017 .....        | 6  |
| Training Providers .....               | 6  |
| Transition Plan: .....                 | 7  |
| Work-Based Training Hours (WBT) .....  | 8  |
| Pathways for Current Apprentices.....  | 9  |
| Standardized Level Exams (SLEs) .....  | 10 |
| Appendix A: Gap Training Details ..... | 12 |
| Gap A CL1→HL2.....                     | 13 |
| Gap B CL3→ HL4.....                    | 14 |

### **Abbreviations**

|             |                                              |
|-------------|----------------------------------------------|
| <b>CL</b>   | Current level (Jan 2016)                     |
| <b>FDN</b>  | Foundation program                           |
| <b>HL</b>   | Harmonized level (Mar 2017)                  |
| <b>NOA</b>  | Red Seal National Occupational Analysis      |
| <b>RSOS</b> | Red Seal Occupational Standard; replaces NOA |
| <b>SLE</b>  | Standardized Level Exam                      |
| <b>TP</b>   | Training provider                            |
| <b>TT</b>   | Technical training                           |
| <b>TW</b>   | Trade worker                                 |
| <b>WBT</b>  | Work-based training                          |

## Introduction: Harmonization

The Canadian Council of Directors of Apprenticeship (CCDA) is responsible for the Red Seal Program, which develops common interprovincial standards and examinations. The CCDA is undertaking the Harmonization Initiative in 30 Red Seal trades by 2020. British Columbia is an active participant in this initiative.

The goal is to substantively align apprenticeship systems across Canada by making apprenticeship training requirements more consistent in the Red Seal trades.

### Harmonization Priorities

1. Use of Red Seal [trade name](#)
2. Consistent [total training hours](#) (in-school and on-the-job)
3. Same number of [training levels](#)
4. Consistent [sequencing](#) of training content, including use of most recent National Occupational Analysis.

| What's changing for<br><b>CARPENTER</b>               | Changing<br>in BC? | What will it<br>be?                                       |
|-------------------------------------------------------|--------------------|-----------------------------------------------------------|
| TRADE NAME                                            | NO                 | <b>Carpenter</b>                                          |
| NUMBER OF<br>TRAINING LEVELS                          | NO                 | <b>4</b>                                                  |
| <b>TOTAL HOURS</b><br>technical + work-based training | <b>YES</b>         | <b>7200 hours</b><br>Decreased by 120<br>work-based hours |
| <b>TRAINING SEQUENCE</b><br>order of subjects taught  | <b>YES</b>         | <b>Some changes to<br/>sequence</b>                       |

### **Transition Planning Process**

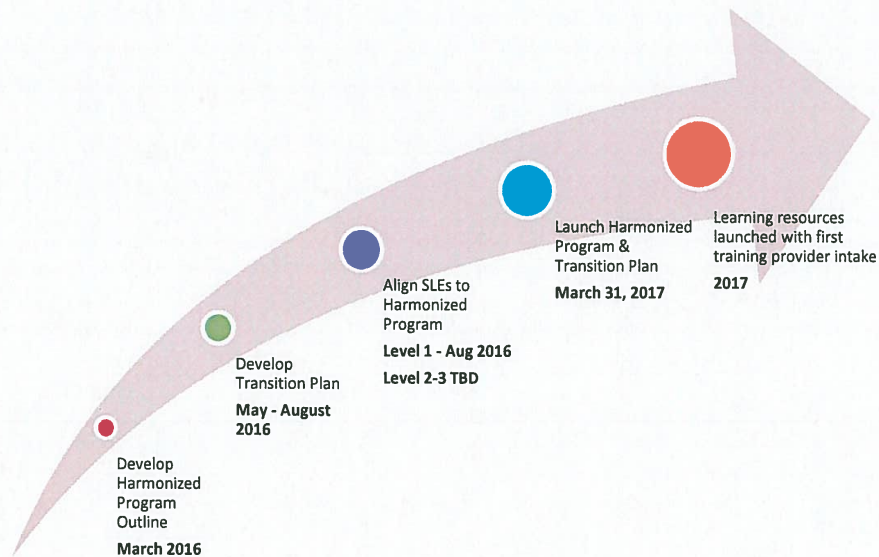
The re-sequencing of the Carpenter program through the Harmonization Initiative has resulted in changes to the sequencing of technical training.

We have consulted with the Deans of the 13 public post-secondary institutions that deliver the Carpentry program, and have also considered the input of the articulation committee and our internal partners. We evaluated a number of scenarios, and the transition plan outlined in this document has been identified as the best option. We have also ensured that there are options for all current apprentices to complete their apprenticeship.

In all of our work on harmonization, we are guided by the following principles:

- Meet the needs of industry
- Minimize disadvantage to TWs, including those currently in the program
- Minimize challenges for training providers in implementing the program

## Transition Plan 2016-2017



## Training Providers (13)

BCIT  
 Camosun College  
 College of New Caledonia  
 College of the Rockies  
 Kwantlen Polytechnic University  
 North Island College  
 Northern Lights College

Northwest Community College  
 Okanagan College  
 Selkirk College  
 Thompson Rivers University  
 University of the Fraser Valley  
 Vancouver Island University

Note: Not all institutions teach every level; 2080 seats across all regions

**Transition Plan:**

| Implementation Timelines |         |                |  |  |
|--------------------------|---------|----------------|--|--|
|                          | Level 1 | March 31, 2017 |  |  |
|                          | Level 2 | April 1, 2018  |  |  |
|                          | Level 3 | April 1, 2019  |  |  |
|                          | Level 4 | April 1, 2020  |  |  |

|                        |     |                       |            |                       |
|------------------------|-----|-----------------------|------------|-----------------------|
| <b>Year 0</b><br>16/17 | CL1 | CL2                   | CL3        | CL4                   |
| <b>Year 1</b><br>17/18 | HL1 | CL2                   | CL3        | CL4                   |
| <b>Year 2</b><br>18/19 | HL1 | HL2<br>Gap training A | CL3        | CL4                   |
| <b>Year 3</b><br>19/20 | HL1 | HL2<br>Gap training A | CL3<br>HL3 | CL4                   |
| <b>Year 4</b><br>20/21 | HL1 | HL2                   | CL3<br>HL3 | HL4<br>Gap training B |
| <b>Year 5</b><br>21/22 | HL1 | HL2                   | HL3        | HL4<br>Gap training B |

CL = Current Level (i.e. CL1 = Level 1 of current program)  
 HL = Harmonized Level (i.e. HL1 = Level 1 of harmonized program)

Gap Training A = 30 hrs  
 Gap Training B = 17 hrs

### Work-Based Training Hours (WBT)

In order to align with the harmonized standard of 7,200 hours of total training, BC's WBT hours will be **reduced** as follows.

#### Apprenticeship Pathway (WBT reduced by 120 hours)

| Current Program (Jan 2016)                            | Hours |
|-------------------------------------------------------|-------|
| Technical Training (210 hours X 4 levels = 840 hours) | 840   |
| WBT Hours                                             | 6,480 |
| Current Total Training Hours                          | 7,320 |

| Harmonized Program (Mar 2017)                         | Hours |
|-------------------------------------------------------|-------|
| Technical Training (210 hours X 4 levels = 840 hours) | 840   |
| WBT Hours                                             | 6,360 |
| Harmonized Total Training Hours                       | 7,200 |

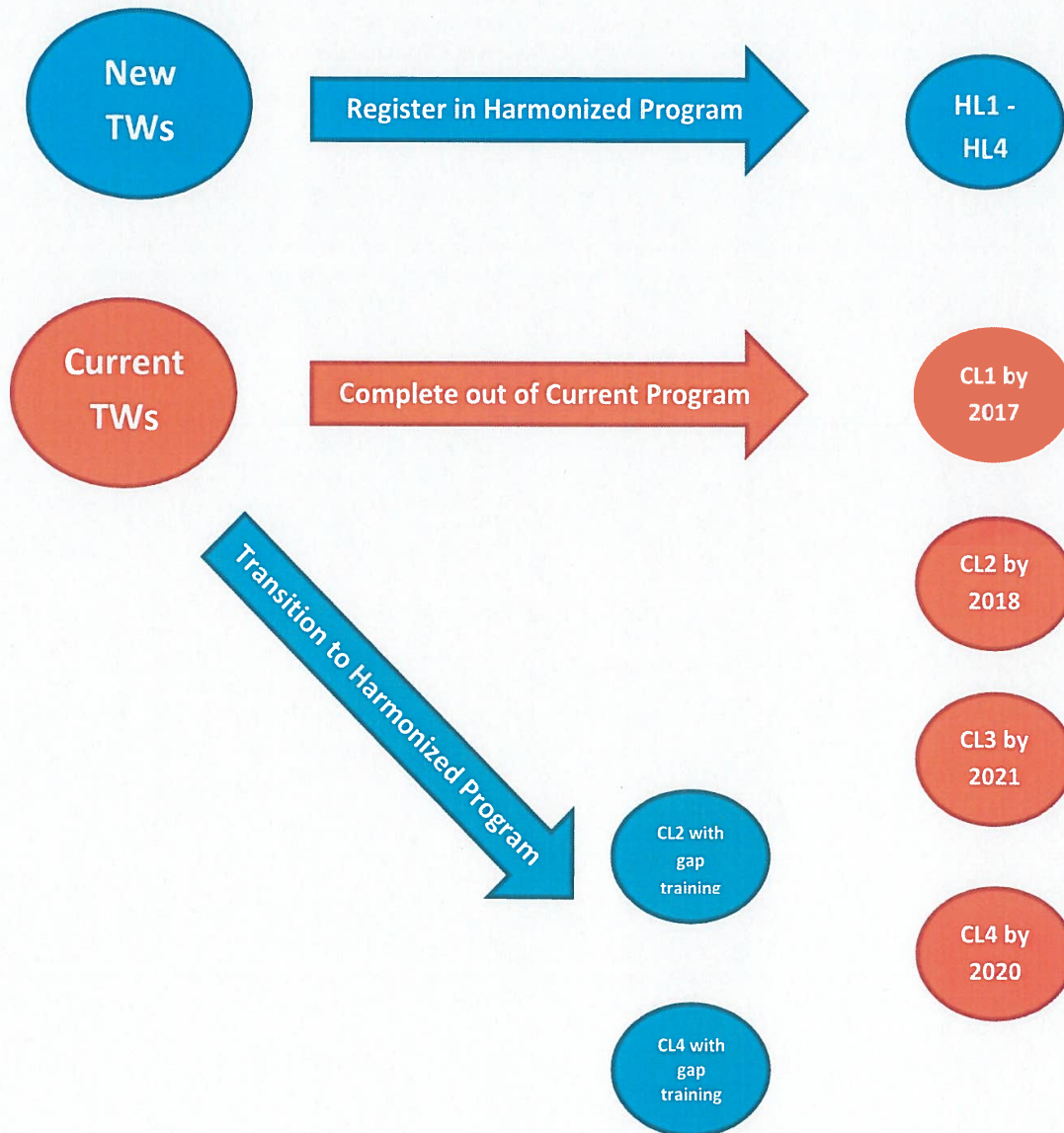
#### Challenge Pathway and Sign-off Authority (WBT reduced by 180 hours)

| Current Program                           | Hours |
|-------------------------------------------|-------|
| WBT Hours                                 | 6,480 |
| ITA Formula for Calculating Challenge WBT | X 1.5 |
| Current Challenge WBT Hours               | 9,720 |

| Harmonized Program                        | Hours |
|-------------------------------------------|-------|
| Harmonized WBT Hours                      | 6,360 |
| ITA Formula for Calculating Challenge WBT | X 1.5 |
| Harmonized Challenge WBT Hours            | 9,540 |

NOTE: This reduction in WBT will apply to all TWs who register in or transition to the harmonized program. TWs who are registered in the 2011 or the pre-2017 (current) program will need to complete the WBT associated with those programs.

**Pathways for Current Apprentices**



November 15, 2016

Carpenter Harmonization Transition Plan, page 9

### Standardized Level Exams (SLEs)

Because of the extent of the changes made to the sequencing of technical training, we will need to develop new Standardized Level Exam (SLEs) for HL1, HL2 and HL3.

| SLE | Exam Development | Exam Launch (tentative) |
|-----|------------------|-------------------------|
| HL1 | Late 2016        | Fall 2017               |
| HL2 | Late 2017        | Fall 2018               |
| HL3 | Late 2018        | Fall 2019               |

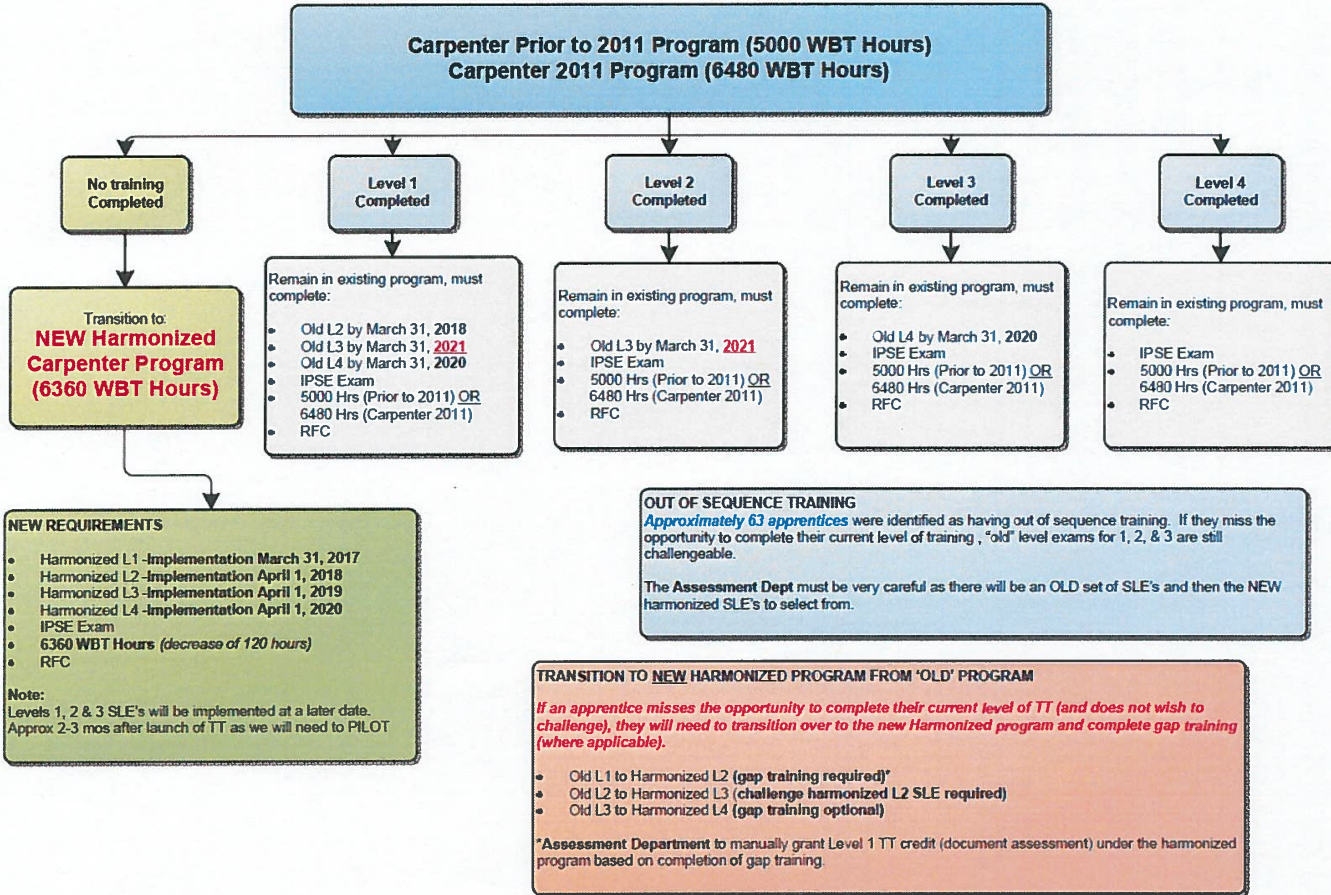
However, in order to pilot the SLEs with an appropriate cohort, the new SLEs will not be available with the first cohort through each of Harmonized Levels.

**For the first cohort for HL1, HL2 and HL3, an appropriate SLE will not be available. The TW's final marks will be based on in-class assessment only.**

November 15, 2016

Carpenter Harmonization Transition Plan, page 11

## Carpenter Transition Map EFFECTIVE March 31, 2017



**Appendix A: Gap Training Details**

November 15, 2016

Carpenter Harmonization Transition Plan, page 12

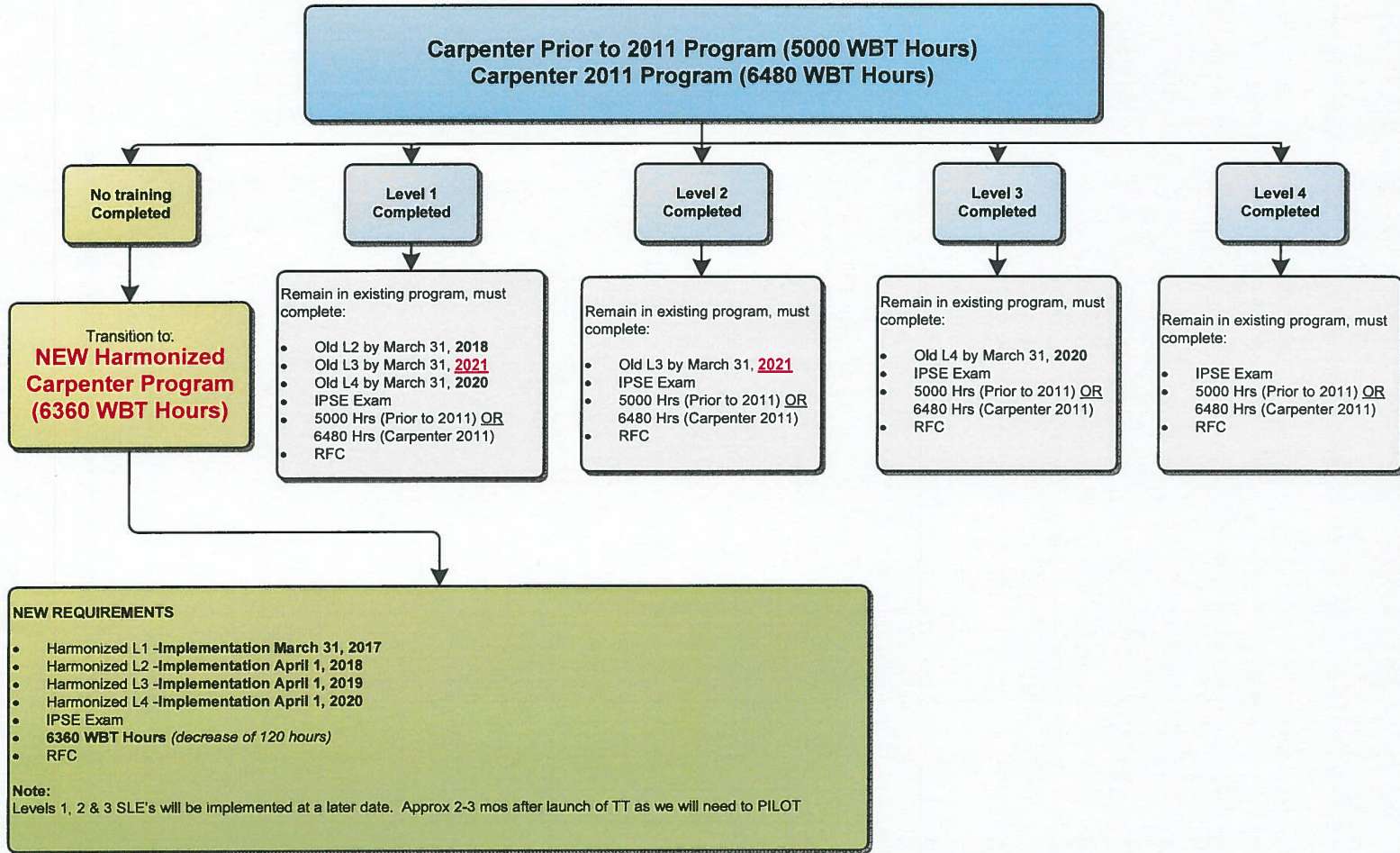
**Gap A CL1→HL2**

|    | Competencies                                       | Missed Topics                                                                                   | Delivery Option                                                                                |
|----|----------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| A1 | Apply Shop and Site Safety Practices               | Safety committees<br>Site inspections<br>Tool box meetings<br>Interpret OHS regulations         | No gap training or self-study needed; this is taught in context with all tasks and on the job. |
| C2 | Use Portable Power Tools                           | Jigsaws<br>Reciprocating saws                                                                   | On the job & self-study                                                                        |
| D1 | Use Levelling Instruments and Equipment            | Survey circuit<br>Turning points<br>Transfer elevations                                         | 6 hours gap training                                                                           |
| E1 | Use Ladders, Scaffolds and Access Equipment        | Scaffolds and temporary access structures                                                       | 4 hours self-study<br>8 hours gap training                                                     |
| E2 | Use Rigging and Hoisting Equipment                 | Ropes; rigging equipment; cranes and hoists<br>Use hand signals<br>Tie knots, bends and hitches | 4 hours self-study<br>8 hours gap training                                                     |
| G2 | Select Concrete Forming Systems                    | Formwork and falsework; material and hardware; concrete joints                                  | No gap training required as it is covered in more detail in HL3                                |
| G3 | Build Footing and Vertical Formwork                | Footing forms; wall forms; column forms                                                         | 2 hours self-study<br>2 hours gap training                                                     |
| G4 | Build Slab-On-Grade Forms and Suspended Slab Forms | Slab-on-Grade                                                                                   | 2 hours self-study<br>2 hours gap training                                                     |
| G5 | Install Reinforcement and Embedded Items           | Reinforcing for concrete                                                                        | 2 hours self-study<br>2 hours gap training                                                     |
| G7 | Place and Finish Concrete                          | Delivery and placement of content                                                               | 2 hours self-study<br>2 hours gap training                                                     |
|    | <b>Total Gap</b>                                   |                                                                                                 | <b>16 hours of self-study<br/>30 hours of gap training</b>                                     |
|    | Competencies                                       | Repeated Topics                                                                                 | Hours of Overlap                                                                               |
| H2 | Select Framing Materials                           | Wood production; defects; manufactured products                                                 | 2 hours                                                                                        |
| H4 | Build Wall Systems                                 | Wall systems<br>Build walls and partitions                                                      | 12 hours                                                                                       |
| H6 | Build Roof Systems                                 | Gable roof systems; truss roofs<br>Build a hip roof                                             | 18 hours                                                                                       |
|    | <b>Total Overlap</b>                               |                                                                                                 | <b>32 hours</b>                                                                                |

**Gap B CL3→ HL4**

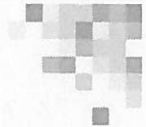
|     | Competencies                                     | Missed Topics                                                                           | Delivery Option                                                                                |
|-----|--------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| B2  | Use Construction Drawings and Specifications     | Reflected ceiling plans                                                                 | No gap training or self-study needed; this is taught in context with all tasks and on the job. |
| G8  | Install Specialized Formwork                     | Architectural formwork<br>Lay out for the installation of pre-cast, concrete components | 6 hours of gap training                                                                        |
| H10 | Build Decks and Exterior Structures              | Decks                                                                                   | Adequately covered in floor systems (I7)                                                       |
| I1  | Describe Roofing Materials                       | Entire competency                                                                       | 3 hours of gap training                                                                        |
| I7  | Install Interior Floor, Ceiling and Wall Systems | Stud walls and partitions; suspended ceilings                                           | 8 hours gap training                                                                           |
|     | <b>Total Gap</b>                                 |                                                                                         | <b>0 hours of self-study<br/>17 hours of gap training</b>                                      |
|     | Competencies                                     | Repeated Topics                                                                         | Strategy                                                                                       |
| D2  | Use Site Layout Equipment                        | Total stations (only repeating the theory)                                              | Negligible                                                                                     |
| F2  | Prepare Building Site                            | Entire competency                                                                       | 3 hours                                                                                        |
|     | <b>Total Overlap</b>                             |                                                                                         | <b>3 hours</b>                                                                                 |

## Carpenter Transition Map EFFECTIVE March 31, 2017





Program Overview



## Training Topics and Suggested Time Allocation

### Carpenter – Level 1

|                                        |                                                         | %    | % of Time Allocated to: |           |       |
|----------------------------------------|---------------------------------------------------------|------|-------------------------|-----------|-------|
|                                        |                                                         |      | Theory                  | Practical | Total |
| Line A                                 | Safe Work Practices                                     | 6%   | 70%                     | 30%       | 100%  |
| A1                                     | Apply Shop and Site Safety Practices                    |      | ✓                       | ✓         |       |
| A2                                     | Apply Personal Safety Practices                         |      | ✓                       | ✓         |       |
| Line B                                 | Documentation and Organizational Skills                 | 16%  | 50%                     | 50%       | 100%  |
| B1                                     | Use Construction Drawings and Specifications            |      | ✓                       | ✓         |       |
| B2                                     | Interpret Building Codes and Bylaws                     |      | ✓                       | ✓         |       |
| B3                                     | Plan and Organize Work                                  |      | ✓                       | ✓         |       |
| B4                                     | Perform Trade Math                                      |      | ✓                       |           |       |
| Line C                                 | Tools and Equipment                                     | 20%  | 60%                     | 40%       | 100%  |
| C1                                     | Use Hand Tools                                          |      | ✓                       | ✓         |       |
| C2                                     | Use Portable Power Tools                                |      | ✓                       | ✓         |       |
| C3                                     | Use Stationary Power Tools                              |      | ✓                       | ✓         |       |
| Line D                                 | Survey Instruments and Equipment                        | 6%   | 50%                     | 50%       | 100%  |
| D1                                     | Use Levelling Instruments and Equipment                 |      | ✓                       | ✓         |       |
| Line E                                 | Access, Rigging and Hoisting Equipment                  | 12%  | 40%                     | 60%       | 100%  |
| E1                                     | Use Ladders, Scaffolds and Access Equipment             |      | ✓                       | ✓         |       |
| E2                                     | Use Rigging and Hoisting Equipment                      |      | ✓                       | ✓         |       |
| Line F                                 | Site Layout                                             | 2%   | 30%                     | 70%       | 100%  |
| F1                                     | Lay Out Building Locations                              |      | ✓                       | ✓         |       |
| Line G                                 | Concrete Formwork                                       | 20%  | 50%                     | 50%       | 100%  |
| G1                                     | Use Concrete Types, Materials, Additives and Treatments |      | ✓                       |           |       |
| G2                                     | Select Concrete Forming Systems                         |      | ✓                       |           |       |
| G3                                     | Build Footing and Vertical Formwork                     |      | ✓                       | ✓         |       |
| G4                                     | Build Slab-On-Grade Forms and Suspended Slab Forms      |      | ✓                       |           |       |
| G5                                     | Install Reinforcement and Embedded Items                |      | ✓                       |           |       |
| G7                                     | Place and Finish Concrete                               |      | ✓                       |           |       |
| Line H                                 | Wood Frame Construction                                 | 16%  | 60%                     | 40%       | 100%  |
| H1                                     | Describe Wood Frame Construction                        |      | ✓                       |           |       |
| H2                                     | Select Framing Materials                                |      | ✓                       |           |       |
| H3                                     | Build Floor Systems                                     |      | ✓                       | ✓         |       |
| H5                                     | Build Stair Systems                                     |      | ✓                       | ✓         |       |
| H10                                    | Build Decks and Exterior Structures                     |      | ✓                       |           |       |
| Line J                                 | Building Science                                        | 2%   | 100%                    | 0%        | 100%  |
| J1                                     | Control the Forces Acting on a Building                 |      | ✓                       |           |       |
| Total Percentage for Carpenter Level 1 |                                                         | 100% |                         |           |       |



Program Overview



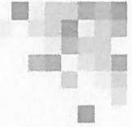
## Training Topics and Suggested Time Allocation

### Carpenter – Level 2

|                                               |                                                    | % of Time Allocated to: |            |            |             |
|-----------------------------------------------|----------------------------------------------------|-------------------------|------------|------------|-------------|
|                                               |                                                    | % of Time               | Theory     | Practical  | Total       |
| <b>Line B</b>                                 | <b>Documentation and Organizational Skills</b>     | <b>13%</b>              | <b>60%</b> | <b>40%</b> | <b>100%</b> |
| B1                                            | Use Construction Drawings and Specifications       |                         | ✓          | ✓          |             |
| B2                                            | Interpret Building Codes and Bylaws                |                         | ✓          |            |             |
| <b>Line C</b>                                 | <b>Tools and Equipment</b>                         | <b>10%</b>              | <b>40%</b> | <b>60%</b> | <b>100%</b> |
| C2                                            | Use Portable Power Tools                           |                         | ✓          | ✓          |             |
| C3                                            | Use Stationary Power Tools                         |                         | ✓          | ✓          |             |
| C4                                            | Use Oxy-Fuel Equipment                             |                         | ✓          | ✓          |             |
| <b>Line D</b>                                 | <b>Survey Instruments and Equipment</b>            | <b>6%</b>               | <b>70%</b> | <b>30%</b> | <b>100%</b> |
| D2                                            | Use Site Layout Equipment                          |                         | ✓          | ✓          |             |
| <b>Line F</b>                                 | <b>Site Layout</b>                                 | <b>4%</b>               | <b>50%</b> | <b>50%</b> | <b>100%</b> |
| F1                                            | Lay Out Building Locations                         |                         | ✓          | ✓          |             |
| <b>Line G</b>                                 | <b>Concrete Formwork</b>                           | <b>10%</b>              | <b>30%</b> | <b>70%</b> | <b>100%</b> |
| G4                                            | Build Slab-On-Grade Forms and Suspended Slab Forms |                         | ✓          | ✓          |             |
| G7                                            | Place and Finish Concrete                          |                         | ✓          |            |             |
| <b>Line H</b>                                 | <b>Wood Frame Construction</b>                     | <b>20%</b>              | <b>40%</b> | <b>60%</b> | <b>100%</b> |
| H2                                            | Select Framing Materials                           |                         | ✓          |            |             |
| H4                                            | Build Wall Systems                                 |                         | ✓          | ✓          |             |
| H5                                            | Build Stair Systems                                |                         | ✓          | ✓          |             |
| H6                                            | Build Roof Systems                                 |                         | ✓          | ✓          |             |
| <b>Line I</b>                                 | <b>Finishing Materials</b>                         | <b>30%</b>              | <b>45%</b> | <b>55%</b> | <b>100%</b> |
| I1                                            | Describe Roofing Materials                         |                         | ✓          |            |             |
| I2                                            | Install Doors and Hardware                         |                         | ✓          | ✓          |             |
| I3                                            | Install Windows and Hardware                       |                         | ✓          | ✓          |             |
| I4                                            | Install Exterior Finishes                          |                         | ✓          | ✓          |             |
| <b>Line J</b>                                 | <b>Building Science</b>                            | <b>7%</b>               | <b>70%</b> | <b>30%</b> | <b>100%</b> |
| J1                                            | Control the Forces Acting on a Building            |                         | ✓          |            |             |
| J2                                            | Control Heat and Sound Transmission                |                         | ✓          |            |             |
| J3                                            | Control Air and Moisture Movement in Buildings     |                         | ✓          | ✓          |             |
| <b>Total Percentage for Carpenter Level 2</b> |                                                    | <b>100%</b>             |            |            |             |



Program Overview



## Training Topics and Suggested Time Allocation

### Carpenter – Level 3

|                                               |                                                         | % of Time Allocated to: |             |            |             |
|-----------------------------------------------|---------------------------------------------------------|-------------------------|-------------|------------|-------------|
|                                               |                                                         | % of Time               | Theory      | Practical  | Total       |
| <b>Line B</b>                                 | <b>Documentation and Organizational Skills</b>          | <b>15%</b>              | <b>50%</b>  | <b>50%</b> | <b>100%</b> |
| B1                                            | Use Construction Drawings and Specifications            |                         | ✓           | ✓          |             |
| B2                                            | Interpret Building Codes and Bylaws                     |                         | ✓           | ✓          |             |
| <b>Line C</b>                                 | <b>Tools and Equipment</b>                              | <b>3%</b>               | <b>20%</b>  | <b>80%</b> | <b>100%</b> |
| C1                                            | Use Hand Tools                                          |                         | ✓           | ✓          |             |
| C3                                            | Use Stationary Power Tools                              |                         | ✓           | ✓          |             |
| <b>Line F</b>                                 | <b>Site Layout</b>                                      | <b>3%</b>               | <b>100%</b> | <b>0%</b>  | <b>100%</b> |
| F3                                            | Apply Excavation and Shoring Practices                  |                         | ✓           |            |             |
| <b>Line G</b>                                 | <b>Concrete Formwork</b>                                | <b>35%</b>              | <b>40%</b>  | <b>60%</b> | <b>100%</b> |
| G1                                            | Use Concrete Types, Materials, Additives and Treatments |                         | ✓           |            |             |
| G2                                            | Select Concrete Forming Systems                         |                         | ✓           |            |             |
| G3                                            | Build Footing and Vertical Formwork                     |                         | ✓           | ✓          |             |
| G4                                            | Build Slab-On-Grade and Suspended Slab Forms            |                         | ✓           | ✓          |             |
| G5                                            | Install Reinforcement and Embedded Items                |                         | ✓           | ✓          |             |
| G6                                            | Build Concrete Stair Forms                              |                         | ✓           | ✓          |             |
| G8                                            | Install Specialized Formwork                            |                         | ✓           | ✓          |             |
| <b>Line H</b>                                 | <b>Wood Frame Construction</b>                          | <b>20%</b>              | <b>60%</b>  | <b>40%</b> | <b>100%</b> |
| H6                                            | Build Roof Systems                                      |                         | ✓           | ✓          |             |
| <b>Line I</b>                                 | <b>Finishing Materials</b>                              | <b>24%</b>              | <b>30%</b>  | <b>70%</b> | <b>100%</b> |
| I2                                            | Install Doors and Hardware                              |                         | ✓           | ✓          |             |
| I5                                            | Install Interior Finishes                               |                         | ✓           |            |             |
| I6                                            | Install Cabinets                                        |                         | ✓           | ✓          |             |
| I7                                            | Install Interior Floor, Ceiling and Wall Systems        |                         | ✓           | ✓          |             |
| <b>Total Percentage for Carpenter Level 3</b> |                                                         | <b>100%</b>             |             |            |             |



Program Overview



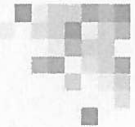
## Training Topics and Suggested Time Allocation

### Carpenter – Level 4

|                                               |                                                  | % of Time Allocated to: |             |            |             |
|-----------------------------------------------|--------------------------------------------------|-------------------------|-------------|------------|-------------|
|                                               |                                                  | % of Time               | Theory      | Practical  | Total       |
| <b>Line B</b>                                 | <b>Documentation and Organizational Skills</b>   | <b>15%</b>              | <b>50%</b>  | <b>50%</b> | <b>100%</b> |
| B2                                            | Interpret Building Codes and Bylaws              |                         | ✓           | ✓          |             |
| B3                                            | Plan and Organize Work                           |                         | ✓           | ✓          |             |
| <b>Line D</b>                                 | <b>Survey Instruments and Equipment</b>          | <b>10%</b>              | <b>20%</b>  | <b>80%</b> | <b>100%</b> |
| D2                                            | Use Site Layout Equipment                        |                         | ✓           | ✓          |             |
| <b>Line F</b>                                 | <b>Site Layout</b>                               | <b>3%</b>               | <b>100%</b> |            | <b>100%</b> |
| F2                                            | Prepare Building Site                            |                         | ✓           |            |             |
| <b>Line H</b>                                 | <b>Wood Frame Construction</b>                   | <b>60%</b>              | <b>50%</b>  | <b>50%</b> | <b>100%</b> |
| H5                                            | Build Stair Systems                              |                         | ✓           | ✓          |             |
| H6                                            | Build Roof Systems                               |                         | ✓           | ✓          |             |
| H7                                            | Build Specialized Framing Systems                |                         | ✓           | ✓          |             |
| H8                                            | Perform Renovations and Additions                |                         | ✓           |            |             |
| H9                                            | Build Timber and Engineered Wood Construction    |                         | ✓           |            |             |
| H10                                           | Build Decks and Exterior Structures              |                         | ✓           |            |             |
| <b>Line I</b>                                 | <b>Finishing Materials</b>                       | <b>10%</b>              | <b>50%</b>  | <b>50%</b> | <b>100%</b> |
| I5                                            | Install Interior Finishes                        |                         | ✓           | ✓          |             |
| I7                                            | Install Interior Floor, Ceiling and Wall Systems |                         | ✓           |            |             |
| <b>Line J</b>                                 | <b>Building Science</b>                          | <b>2%</b>               | <b>100%</b> |            | <b>100%</b> |
| J1                                            | Control the Forces Acting on a Building          |                         | ✓           |            |             |
| <b>Total Percentage for Carpenter Level 4</b> |                                                  | <b>100%</b>             |             |            |             |



**Appendix A  
Assessment Guidelines**



**Grading Sheet: Subject Competency and Weightings**

| PROGRAM:<br>IN-SCHOOL TRAINING:<br>ITA DIRECT ACCESS CODE:                                                   |                                         | CARPENTER<br>LEVEL 1<br>0004CA01 |                        |
|--------------------------------------------------------------------------------------------------------------|-----------------------------------------|----------------------------------|------------------------|
| LINE                                                                                                         | SUBJECT COMPETENCIES                    | THEORY<br>WEIGHTING              | PRACTICAL<br>WEIGHTING |
| A                                                                                                            | SAFE WORK PRACTICES                     | 6%                               | 3%                     |
| B                                                                                                            | DOCUMENTATION AND ORGANIZATIONAL SKILLS | 16%                              | 12%                    |
| C                                                                                                            | TOOLS AND EQUIPMENT                     | 17%                              | 16%                    |
| D                                                                                                            | SURVEY INSTRUMENTS AND EQUIPMENT        | 6%                               | 6%                     |
| E                                                                                                            | ACCESS, RIGGING AND HOISTING EQUIPMENT  | 15%                              | 15%                    |
| F                                                                                                            | SITE LAYOUT                             | 2%                               | 3%                     |
| G                                                                                                            | CONCRETE FORMWORK                       | 20%                              | 30%                    |
| H                                                                                                            | WOOD FRAME CONSTRUCTION                 | 16%                              | 15%                    |
| J                                                                                                            | BUILDING SCIENCE                        | 2%                               | 0%                     |
|                                                                                                              |                                         |                                  |                        |
|                                                                                                              | Total                                   | 100%                             | 100%                   |
| Calculated by the Training Provider<br>(Carpenter in-school theory & practical subject competency weighting) |                                         | 50%                              | 50%                    |
| Training Provider enters final in-school mark into ITA Direct Access                                         |                                         | IN-SCHOOL %                      |                        |

|                                                                                                                                                                                                       |        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <b>Calculated by ITA: In-school Mark</b><br>ITA Direct Access calculates the percentage weighting once the in-school mark is entered. Combined theory and practical subject competency multiplied by  | 80%    |
| <b>Calculated by ITA: Standard Level Exam Mark</b><br>ITA Direct Access will calculate the percentage weighting once the standard level exam marks have been entered. The exam score is multiplied by | 20%    |
| <b>Calculated by ITA: Final Mark</b><br>The final mark for determining credit is calculated by ITA Direct Access.                                                                                     | FINAL% |



Appendix A  
Assessment Guidelines

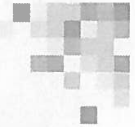


| PROGRAM:<br>IN-SCHOOL TRAINING:<br>ITA DIRECT ACCESS CODE:                                                          |                                         | CARPENTER<br>LEVEL 2<br>0004CA02 |                        |
|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------|----------------------------------|------------------------|
| LINE                                                                                                                | SUBJECT COMPETENCIES                    | THEORY<br>WEIGHTING              | PRACTICAL<br>WEIGHTING |
| B                                                                                                                   | DOCUMENTATION AND ORGANIZATIONAL SKILLS | 13%                              | 13%                    |
| C                                                                                                                   | TOOLS AND EQUIPMENT                     | 10%                              | 10%                    |
| D                                                                                                                   | SURVEY INSTRUMENTS AND EQUIPMENT        | 8%                               | 9%                     |
| F                                                                                                                   | SITE LAYOUT                             | 7%                               | 7%                     |
| G                                                                                                                   | CONCRETE FORMWORK                       | 10%                              | 10%                    |
| H                                                                                                                   | WOOD FRAME CONSTRUCTION                 | 20%                              | 22%                    |
| I                                                                                                                   | FINISHING MATERIALS                     | 25%                              | 22%                    |
| J                                                                                                                   | BUILDING SCIENCE                        | 7%                               | 7%                     |
|                                                                                                                     |                                         |                                  |                        |
|                                                                                                                     | Total                                   | 100%                             | 100%                   |
| <b>Calculated by the Training Provider</b><br>(Carpenter in-school theory & practical subject competency weighting) |                                         | 50%                              | 50%                    |
| <b>Training Provider enters final in-school mark into ITA Direct Access</b>                                         |                                         | IN-SCHOOL %                      |                        |

|                                                                                                                                                                                                       |        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <b>Calculated by ITA: In-school Mark</b><br>ITA Direct Access calculates the percentage weighting once the in-school mark is entered. Combined theory and practical subject competency multiplied by  | 80%    |
| <b>Calculated by ITA: Standard Level Exam Mark</b><br>ITA Direct Access will calculate the percentage weighting once the standard level exam marks have been entered. The exam score is multiplied by | 20%    |
| <b>Calculated by ITA: Final Mark</b><br>The final mark for determining credit is calculated by ITA Direct Access.                                                                                     | FINAL% |



**Appendix A  
Assessment Guidelines**



| PROGRAM:<br>IN-SCHOOL TRAINING:<br>ITA DIRECT ACCESS CODE:                                                          |                                         | CARPENTER<br>LEVEL 3<br>0004CA03 |                        |
|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------|----------------------------------|------------------------|
| LINE                                                                                                                | SUBJECT COMPETENCIES                    | THEORY<br>WEIGHTING              | PRACTICAL<br>WEIGHTING |
| B                                                                                                                   | DOCUMENTATION AND ORGANIZATIONAL SKILLS | 14%                              | 14%                    |
| C                                                                                                                   | TOOLS AND EQUIPMENT                     | 3%                               | 8%                     |
| F                                                                                                                   | SITE LAYOUT                             | 3%                               | 3%                     |
| G                                                                                                                   | CONCRETE FORMWORK                       | 30%                              | 30%                    |
| H                                                                                                                   | WOOD FRAME CONSTRUCTION                 | 20%                              | 15%                    |
| I                                                                                                                   | FINISHING MATERIALS                     | 30%                              | 30%                    |
|                                                                                                                     |                                         |                                  |                        |
|                                                                                                                     | Total                                   | 100%                             | 100%                   |
| <b>Calculated by the Training Provider</b><br>(Carpenter in-school theory & practical subject competency weighting) |                                         | 50%                              | 50%                    |
| <b>Training Provider enters final in-school mark into ITA Direct Access</b>                                         |                                         | IN-SCHOOL %                      |                        |

|                                                                                                                                                                                                       |        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <b>Calculated by ITA: In-school Mark</b><br>ITA Direct Access calculates the percentage weighting once the in-school mark is entered. Combined theory and practical subject competency multiplied by  | 80%    |
| <b>Calculated by ITA: Standard Level Exam Mark</b><br>ITA Direct Access will calculate the percentage weighting once the standard level exam marks have been entered. The exam score is multiplied by | 20%    |
| <b>Calculated by ITA: Final Mark</b><br>The final mark for determining credit is calculated by ITA Direct Access.                                                                                     | FINAL% |



**Appendix A  
Assessment Guidelines**



| PROGRAM:<br>IN-SCHOOL TRAINING:<br>ITA DIRECT ACCESS CODE: |                                         | CARPENTER<br>LEVEL 4<br>0004CA04 |                        |
|------------------------------------------------------------|-----------------------------------------|----------------------------------|------------------------|
| LINE                                                       | SUBJECT COMPETENCIES                    | THEORY<br>WEIGHTING              | PRACTICAL<br>WEIGHTING |
| B                                                          | DOCUMENTATION AND ORGANIZATIONAL SKILLS | 15%                              | 20%                    |
| D                                                          | SURVEY INSTRUMENTS AND EQUIPMENT        | 10%                              | 11%                    |
| F                                                          | SITE LAYOUT                             | 8%                               | 5%                     |
| H                                                          | WOOD FRAME CONSTRUCTION                 | 55%                              | 55%                    |
| I                                                          | FINISHING MATERIALS                     | 10%                              | 9%                     |
| J                                                          | BUILDING SCIENCE                        | 2%                               | 0%                     |
|                                                            |                                         |                                  |                        |
|                                                            | Total                                   | 100%                             | 100%                   |

|                                                                                                                                  |         |     |
|----------------------------------------------------------------------------------------------------------------------------------|---------|-----|
| <b>Calculated by the Training Provider:</b>                                                                                      |         |     |
| <b>Carpenter</b> in-school theory & practical subject competency weighting                                                       | 50%     | 50% |
| <b>In-school Mark</b><br>Combined theory and practical subject competency multiplied by                                          | 70%     |     |
| <b>Proprietary Exam Mark</b><br>The exam score is multiplied by                                                                  | 30%     |     |
| <b>Training Provider enters final in-school mark into ITA Direct Access</b><br>A score of 70% or greater is required for a pass. | FINAL % |     |

**All apprentices who complete Level 4 of the Carpenter program with a FINAL level mark of 70% or greater will write the Interprovincial Red Seal examination as their final assessment.**

**ITA will enter the apprentices' Carpenter Interprovincial examination mark in ITADA. A minimum mark of 70% on the examination is required for a pass.**