



**UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING
November 24, 2017 - 10:00 AM
A225**

AGENDA

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**1. APPROVAL OF THE AGENDA**

**1.1.**

**2. APPROVAL OF UEC MINUTES**

3 - 6      **2.1.** UEC draft minutes: October 27, 2017

**3. COURSES AND PROGRAMS**

7 - 15      **3.1. History: Course outlines**

New course: HIST 100, Introduction to World History

New course: HIST 119, Ancient Greece and Rome

MOTION: To approve the HIST course outlines as presented.

16 -      **3.2. History: Program changes**

18      Change to program requirements: History major

Change to program requirements: History extended minor

MOTION: To approve the changes to the History major and extended minor as presented, effective September 2018.

19 -      **3.3. Modern Languages**

26      New program: Intermediate Proficiency associate certificate in German

MOTION: To approve the new Intermediate Proficiency associate certificate in German as presented.

27 -      **3.4. Peace and Conflict Studies**

32      Change to program requirements: Peace and Conflict Studies major

MOTION: To approve the changes to the Peace and Conflict Studies major as

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presented, effective September 2018.

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. Transfer Credit Subcommittee membership**

**4.2. Creation of Course Credits Subcommittee**

**4.3. Policy Subcommittee report**

**4.4. Admissions Subcommittee report**

**4.5. Senate report**

**5. INFORMATION ITEMS**

**5.1. Guidelines for Dual-listed Graduate Courses**

**6. ADJOURNMENT**

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

October 27, 2017  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Donna Alary, Adrianna Bakos, Maria Bos-Chan, Heather Compeau, Nancy Goad, Ceilidh Hart, David Johnston, Bruce Kirkley, Samantha Pattridge, Teresa Piper, Kirsten Robertson, Eric Spalding, Ben Vanderlei, Simon Xi  
**ABSENT:** Sue Brigden, Rhonda Colwell, Vlad Dvoracek, John English, Peter Geller, Shirley Hardman, Emilio Landolfi, David McGuire, Elaine Newman, Mary Saudelli, Arashpreet Tamber, Dildar Virdi  
**GUESTS:** Ian Affleck, Shelley Hayes, Lucki Kang, Karen Klenk, Steven Marsh, Alan Reid, Alisa Webb  
**RECORDER:** Amanda Grimson

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

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

##### **2.1. UEC draft minutes: Sept. 29, 2017**

##### **MOTION:**

To approve the UEC draft minutes as presented.  
CARRIED

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

##### **3.1. Arts: Course outlines**

Review with changes including title, prerequisites, and total hours: ARTS 280

New course: ARTS 380, Practicum/Internship II

New course: ARTS 480, Practicum/Internship III

##### **MOTION:**

To approve the ARTS course outlines as amended:

- Addition of note that satisfactory completion of practicum is required to pass each course
- ARTS 380, learning outcome #3: change "classroom" to "field of study"
- ARTS 480:
  - o Prerequisites: Addition of CMNS 412 as optional course
  - o Learning outcome #4: change "classroom" to "field of study"
  - o Learning outcome #6: delete "including their strengths and weaknesses"

CARRIED

##### **3.2. Geography: course outlines**

Changes including prerequisites: GEOG 252

New course: GEOG 117, Dinosaurs

New course: GEOG 357/BIO 357, Conservation GIS

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**MOTION:**

To approve the GEOG course outlines as presented.  
CARRIED

**3.3. Biology: Course outlines**

New course: BIO 442, Tropical Field School

A. Reid (Biology department representative) noted that the department intends to create similar courses for other areas, such as Canada, Northern Hemisphere, and Southern Hemisphere. This course was designed to be 8 credits rather than 9 credits as there is a B.C. travel grant available for students taking 8 credits in a summer semester (9 credit courses are not eligible).

**MOTION:**

To approve the BIO 442 course outline as amended:

- Change total hours to 180 (15 lecture, 30 seminar/workshop, 90 field experience, 45 laboratory)

CARRIED; OPPOSED: 1; ABSTENTION: 1

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

Review with changes including title and corequisites: SOWK 330

Review with changes including title and prerequisites: SOWK 430

New course: SOWK 431, MSW Foundation Year Practicum

**MOTION:**

To approve the SOWK course outlines as presented.  
CARRIED

**3.5. Health Sciences: Program changes**

Change to entrance requirements: Certified Dental Assistant certificate

**MOTION:**

To recommend the changes to the Certified Dental Assistant certificate entrance requirements as presented, effective for students entering in September 2018.  
CARRIED

**3.6. Agriculture Technology: Program changes**

Change to entrance requirements: Agriculture Technology diploma

Change to entrance and program requirements: Horticulture Crop Production and Protection certificate

Change to entrance and program requirements: Livestock Production certificate

Change to entrance and program requirements: Milker Technician certificate

Change to entrance requirements: Berry Production Essentials certificate

Change to entrance requirements: Current Agricultural Practices Essentials certificate

Change to entrance requirements: Field Vegetable Production Essentials certificate

Change to entrance requirements: Integrated Pest Management Essentials certificate

**MOTION:**

To recommend the changes to the Agriculture Technology diploma, Horticulture

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Crop Production and Protection certificate, and Livestock Production certificate as amended, effective September 2018:

- Entrance requirements for Horticulture Crop Production and Protection certificate and Livestock Production certificate will remain as Degree/diploma level English language proficiency.

CARRIED

**MOTION:**

To recommend the changes to the Milker Technician certificate, Berry Production Essentials certificate, Current Agricultural Practices Essentials certificate, Field Vegetable Production Essentials certificate, and Integrated Pest Management Essentials certificate as presented, effective September 2019.

CARRIED

**3.7. Agricultural Science: Program changes**

Change to entrance and program requirements; addition of Co-operative Education option: Bachelor of Agricultural Science, Horticulture major

**MOTION:**

To recommend the changes to the Bachelor of Agricultural Science, Horticulture major as presented, effective September 2018.

CARRIED; ABSTENTION: 1

**3.8. Mathematics and Statistics: Course outlines**

Changes including prerequisites and total hours: MATH 105, 110, 111

Changes including prerequisites: MATH 123, 124, 140, 141

Changes including prerequisites, total hours, and equivalent courses: MATH 125

Changes including prerequisites: STAT 106

**MOTION:**

To approve the MATH and STAT course outlines as amended:

- Any prerequisite changes that increase options will take effect September 2018
- MATH 123: change total hours to 50 (40 lecture, 10 laboratory)
- MATH 140 and 141: change total hours to 50 (50 lecture)

CARRIED

**3.9. Mathematics and Statistics: Program changes**

Change to entrance requirements and addition of Co-operative Education option: Data Analysis Post-baccalaureate certificate

**MOTION:**

To recommend the changes to the Data Analysis Post-baccalaureate certificate as presented, effective September 2018.

CARRIED

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. Clarification of Approval Procedures for New Programs**

This item was referred to the UEC Policy Subcommittee for discussion.

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**4.2. Transfer Credit Subcommittee report**

This subcommittee has recently met and made some decisions on transfer credit requests.

**4.3. Policy Subcommittee report**

**4.4. Senate report**

Changes to the BFA were recently approved by Senate.

**5. INFORMATION ITEMS**

**5.1. Revised official course outline form**

**6. ADJOURNMENT**

The meeting was adjourned at 12:22 pm.

**Memo for New Course**

**To:** Amanda Grimson, UEC Committees Assistant; Jacqueline Nolte, Dean of Arts; Amara Wong, Committees Assistant (Arts).

**From:** Adrianna Bakos, Chair, Department of History

**Date:** September 4, 2017

**Subject:** History 100 – World History

1. **Rationale for new course:** History 100 is designed as an introduction to the skills and modes of thinking which characterize the discipline of history.
2. **How this new course fits into program(s):** The course cannot be used to satisfy specific requirements within the history program (such as breadth requirements or as a prerequisite for specific upper level courses) but may be used as lower level elective history credit.
3. **Explain how the course learning outcomes align with the learning outcomes of the program(s):** History 100's learning outcomes are aligned with and/or ladder into the learning outcomes of existing history courses.
4. **Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?** N/A
5. **Which program areas have been consulted about the course?** None
6. **If a new discipline designation is required, explain why:** N/A
7. **What consideration has been given to indigenizing the curriculum?** There will be different lettered iterations of this course; indigenous content and methods will vary by instance. In History 100A, sections on imperialism and decolonization will include the indigenous perspective. The experience of indigenous minorities during the Second World War will be discussed. The discussion of pedagogical approaches will acknowledge the differences between the western intellectual tradition and indigenous ways of knowing and teaching.
8. **If this course is not eligible for PLAR, explain why:** N/A
9. **Explain how each of the following will affect the budget for your area or any other area:** There are no budgetary implications associated with the introduction of this course.
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
10. **Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?** While field trips are not planned as a regular feature of this course, in certain iterations, trips to local museums, archives or historical sites may occur. These would be free or of very nominal cost to the student.

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

Approximately \$150 for textbooks/coursepack.

**CWC comment and response:**

- Is there a concern that some versions of this course may overlap with subsequent courses?

*While the subject matter covered in some lettered versions of History 100 may overlap slightly with other courses offered by the History Department, the emphasis on a global perspective as well as the strong emphasis on fundamental skills sets it apart.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2018  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) November 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 100                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Course Full Title:</b> Introduction to World History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <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>An exploration of the various themes in world history designed to introduce students to historical thinking and methods.<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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                             |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: right;">25</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">20</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 25 | Seminars/tutorials/workshops | 20 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 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> Once a year                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Department / Program Head or Director:</b> Dr. Adrianna Bakos                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b> October 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> October 13, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of posting:</b> November 17, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Dean/Associate VP:</b> Dr Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b> October 13, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> November 24, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |

HIST 100

University of the Fraser Valley Official Undergraduate Course Outline

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## Learning Outcomes

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

- Identify key components in selected subjects of world history in the periods and regions specified by the version of the course.
- Debate themes and issues related to the history in question to see the importance of context and relevance to the present.
- Identify the differences between primary and secondary sources and work with both.
- Articulate the relationship between the past and the present in the study of history.
- Demonstrate some of the features of historical writing, including argument, evidence, audience, historical sources, and historical thinking.

## Prior Learning Assessment and Recognition (PLAR)

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

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

Instructional methods may include lectures (including some guest lectures), audio-visual materials, seminar discussions, in-class assignments, and student presentations.

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

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

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

| Author                           | Title (article, book, journal, etc.)                                         | Current ed.                         | Publisher | Year |
|----------------------------------|------------------------------------------------------------------------------|-------------------------------------|-----------|------|
| 1. Ferguson, N                   | The War of the World: Twentieth Century Conflict and the Descent of the West | <input checked="" type="checkbox"/> | Penguin   | 2006 |
| 2. Browne, B.T. & Cottrell, R.C. | Uncertain Order: The World in the Twentieth Century                          | <input checked="" type="checkbox"/> | Pearson   | 2003 |
| 3. Hallock, S.                   | The World in the 10 <sup>th</sup> Century: A Thematic Approach               | <input type="checkbox"/>            | Pearson   | 2012 |
| 4. Instructor                    | Coursepack                                                                   | <input type="checkbox"/>            |           |      |

## Typical Evaluation Methods and Weighting

|                |     |               |     |                |     |            |      |
|----------------|-----|---------------|-----|----------------|-----|------------|------|
| Final exam:    | 30% | Assignments:  | 40% | Midterm exam:  | %   | Practicum: | %    |
| Quizzes/tests: | 10% | Presentation: | 10% | Participation: | 10% | Total:     | 100% |

**Details (if necessary):** Assignments might include a stepped process of low-stakes written work that will develop student research and writing skills. This process might include some or all of the following: identifying a historical problem, selecting sources, summarizing, writing a thesis statement, formulating an outline and completing a paper.

## Typical Course Content and Topics

### HIST 100C: A Century of Conflict: 1900-2000

Week 1: Setting the Stage: Race, Empire, and Industrialisation  
 Week 2: Gathering Storm  
 Week 3: The First World War  
 Week 4: Wars of Revolution: Russia and China  
 Week 5: A Dark Decade: the 1930s  
 Week 6: The Second World War in the West  
 Week 7: The Second World War in Asia and the Pacific  
 Week 8: The Cold War: From the Iron Curtain to the Cuban Missile Crisis  
 Week 9: Wars of Independence and Decolonisation  
 Week 10: Vietnam – Decolonisation, Independence, and Cold War  
 Week 11: Wars of the Middle East: Religion, Oil and Land  
 Week 12: The Cold War from 1963 to 1989: Proxy Wars, Détente, Reagan, and Gorbachev  
 Week 13: Post Cold-War: Intra-state Conflict, Peace-making, Ethnic-Cleansing, and Genocide

### HIST 100D: Ten Days That Changed History

Week 1: How do we decide what's important? Context in history  
 Week 2: 300 Spartans, 480 BCE. But they lost, didn't they?  
 Week 3: The death of Attila the Hun, 453 CE  
 Week 4: Rise of the Prophet Muhammad, 610  
 Week 5: Gutenberg's invention of the printing press, 1436  
 Week 6: Atom Bomb Strikes Hiroshima 6 August, 1945  
 Week 7: Direct Action Day, Calcutta and the Partition of British India, 1946  
 Week 8: Rosa Parks sat down, 1955  
 Week 9: "Lucy" found in Ethiopia, 1974  
 Week 10: Fall of the Berlin Wall, 9 November 1989  
 Week 11: The World Wide Web, 1991  
 Week 12: Globalisation of Terrorism, 11 September 2001  
 Week 13: Group Presentations

**HIST 100**
**University of the Fraser Valley Transfer Credit Request Form**

## Transfer Credit Request Form

Please fill out this form if transfer credit should be requested.

| <u>Institution code</u> | <u>Full Institution name</u>                     | <u>Transfer credit exists</u> | <u>Request transfer credit</u>      |
|-------------------------|--------------------------------------------------|-------------------------------|-------------------------------------|
| AI                      | Art Institute of Vancouver                       | <input type="checkbox"/>      | <input type="checkbox"/>            |
| ALEX                    | Alexander College                                | <input type="checkbox"/>      | <input type="checkbox"/>            |
| ASM                     | Acsenda School of Management                     | <input type="checkbox"/>      | <input type="checkbox"/>            |
| AU                      | Athabasca University                             | <input type="checkbox"/>      | <input type="checkbox"/>            |
| CAPU                    | Capilano University                              | <input type="checkbox"/>      | <input type="checkbox"/>            |
| CNC                     | College of New Caledonia                         | <input type="checkbox"/>      | <input type="checkbox"/>            |
| COTR                    | College of the Rockies                           | <input type="checkbox"/>      | <input type="checkbox"/>            |
| COLU                    | Columbia College                                 | <input type="checkbox"/>      | <input type="checkbox"/>            |
| COQU                    | Coquitlam College                                | <input type="checkbox"/>      | <input type="checkbox"/>            |
| DOUG                    | Douglas College                                  | <input type="checkbox"/>      | <input type="checkbox"/>            |
| EC                      | Emily Carr University of Art & Design            | <input type="checkbox"/>      | <input type="checkbox"/>            |
| FDU                     | Fairleigh Dickinson University                   | <input type="checkbox"/>      | <input type="checkbox"/>            |
| JIBC                    | Justice Institute of BC                          | <input type="checkbox"/>      | <input type="checkbox"/>            |
| KWAN                    | Kwantlen Polytechnic University                  | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| NVIT                    | Nicola Valley Institute of Technology            | <input type="checkbox"/>      | <input type="checkbox"/>            |
| NIC                     | North Island College                             | <input type="checkbox"/>      | <input type="checkbox"/>            |
| NLC                     | Northern Lights College                          | <input type="checkbox"/>      | <input type="checkbox"/>            |
| NWCC                    | Northwest Community College                      | <input type="checkbox"/>      | <input type="checkbox"/>            |
| OC                      | Okanagan College                                 | <input type="checkbox"/>      | <input type="checkbox"/>            |
| SFU                     | Simon Fraser University                          | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
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| TRU-OL                  | Thompson Rivers University, Open Learning        | <input type="checkbox"/>      | <input type="checkbox"/>            |
| TWU                     | Trinity Western University                       | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| UBC                     | University of British Columbia- Vancouver Campus | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| UBCO                    | University of British Columbia- Okanagan Campus  | <input type="checkbox"/>      | <input type="checkbox"/>            |
| UCW                     | University Canada West                           | <input type="checkbox"/>      | <input type="checkbox"/>            |
| UNBC                    | University of Northern BC                        | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| UVIC                    | University of Victoria                           | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| VCC                     | Vancouver Community College                      | <input type="checkbox"/>      | <input type="checkbox"/>            |
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For further information on identifying appropriate receiving institutions, please see the following webpage:  
[http://bccat.ca/info/handbook/pages/identifying-appropriate-receiving-institutions?in\\_handbook=241](http://bccat.ca/info/handbook/pages/identifying-appropriate-receiving-institutions?in_handbook=241)

**Memo for New Course**

**To:** Amanda Grimson, UEC Committees Assistant; Jacqueline Nolte, Dean of Arts; Amara Wong, Committees Assistant (Arts).

**From:** Adrianna Bakos, Chair, Department of History

**Date:** September 4, 2017

**Subject:** History 119 – Ancient Greece and Rome

1. **Rationale for new course:** In responding to student feedback from the past several years, which indicated an overwhelming desire for more ancient history, History 119 has been developed as introductory survey of Greece and Rome.
2. **How this new course fits into program(s):** This course on Greece and Rome fits well into the existing lower-level offerings. In chronology, it leads into the other three lower-level European offerings (120 – the Medieval World; 121 – Early Modern Europe; 122 – Modern Europe). It is not required as a prerequisite for any specific upper level courses.
3. **Explain how the course learning outcomes align with the learning outcomes of the program(s):** History 119's learning outcomes are aligned with and/or ladder into the learning outcomes of existing history courses.
4. **Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?** N/A
5. **Which program areas have been consulted about the course?** None
6. **If a new discipline designation is required, explain why:** N/A
7. **What consideration has been given to indigenizing the curriculum?** Indigenization of the curriculum has been carefully considered by the History Department. HIST 119 is without explicit Indigenous content but instructors are encouraged to learn about and employ Indigenous teaching methods.
8. **If this course is not eligible for PLAR, explain why:**
9. **Explain how each of the following will affect the budget for your area or any other area:** There are no budgetary implications associated with the introduction of this course.
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
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:**  
Approximately \$100 for textbooks.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2018  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) November 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 119                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Ancient Greece and Rome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <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><br>Students will consider the development and expansion of ancient Greek and Roman power and culture around the Mediterranean and beyond in this introductory survey.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input 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;">30</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">15</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 30 | Seminars/tutorials/workshops | 15 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Maximum enrolment (for information only):</b> 36<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Every other year                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> Dr Adrianna Bakos                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> October 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> October 13, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of posting:</b> November 17, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Dr Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> October 13, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> November 24, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

HIST 119

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## Learning Outcomes

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

- Identify key components in ancient Greek and Roman history.
- Debate themes and issues related to the history in question.
- Identify the differences between primary and secondary sources and work with both.
- Articulate the relationship between the past and the present in the study of history.
- Demonstrate some of the features of historical writing, including argument, evidence, audience, historical sources, and historical thinking.

## Prior Learning Assessment and Recognition (PLAR)

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

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

**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. Pomeroy, Sarah          | A Brief History of Ancient Greece, 3rd edition | <input checked="" type="checkbox"/> | Oxford    | 2014 |
| 2. Boatwright, Mary        | A Brief History of the Romans, 2nd edition     | <input checked="" type="checkbox"/> | Oxford    | 2014 |
| 3.                         |                                                | <input type="checkbox"/>            |           |      |
| 4.                         |                                                | <input type="checkbox"/>            |           |      |
| 5.                         |                                                | <input type="checkbox"/>            |           |      |

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

None

## Typical Evaluation Methods and Weighting

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

## Details (if necessary):

## Typical Course Content and Topics

Week 1: Course Introduction  
 Week 2: The Minoans, Mycenaeans and Dark Ages of Greece  
 Week 3: Troy, the *Iliad* and Homeric Tradition  
 Week 4: The Rise of City States  
 Week 5: Persian Invasions  
 Week 6: Athenian Empire and the Peloponnesian War  
 Week 7: Macedonia, Alexander and the Hellenistic World  
 Week 8: Italy and the Seven Hills of Rome  
 Week 9: Republic to Empire: The Roman Army  
 Week 10: Roman Culture and Politics Under the Emperors  
 Week 11: Managing the Empire  
 Week 12: Barbarization or Romanization?  
 Week 13: The legacy of the Greeks and the Romans

HIST 119

University of the Fraser Valley Transfer Credit Request Form

## Transfer Credit Request Form

Please fill out this form if transfer credit should be requested.

| <u>Institution code</u> | <u>Full Institution name</u>                     | <u>Transfer credit exists</u> | <u>Request transfer credit</u>      |
|-------------------------|--------------------------------------------------|-------------------------------|-------------------------------------|
| AI                      | Art Institute of Vancouver                       | <input type="checkbox"/>      | <input type="checkbox"/>            |
| ALEX                    | Alexander College                                | <input type="checkbox"/>      | <input type="checkbox"/>            |
| ASM                     | Acsenda School of Management                     | <input type="checkbox"/>      | <input type="checkbox"/>            |
| AU                      | Athabasca University                             | <input type="checkbox"/>      | <input type="checkbox"/>            |
| CAPU                    | Capilano University                              | <input type="checkbox"/>      | <input type="checkbox"/>            |
| CNC                     | College of New Caledonia                         | <input type="checkbox"/>      | <input type="checkbox"/>            |
| COTR                    | College of the Rockies                           | <input type="checkbox"/>      | <input type="checkbox"/>            |
| COLU                    | Columbia College                                 | <input type="checkbox"/>      | <input type="checkbox"/>            |
| COQU                    | Coquitlam College                                | <input type="checkbox"/>      | <input type="checkbox"/>            |
| DOUG                    | Douglas College                                  | <input type="checkbox"/>      | <input type="checkbox"/>            |
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| NVIT                    | Nicola Valley Institute of Technology            | <input type="checkbox"/>      | <input type="checkbox"/>            |
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| TRU-OL                  | Thompson Rivers University, Open Learning        | <input type="checkbox"/>      | <input type="checkbox"/>            |
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| UCW                     | University Canada West                           | <input type="checkbox"/>      | <input type="checkbox"/>            |
| UNBC                    | University of Northern BC                        | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| UVIC                    | University of Victoria                           | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| VCC                     | Vancouver Community College                      | <input type="checkbox"/>      | <input type="checkbox"/>            |
| VIU                     | Vancouver Island University                      | <input type="checkbox"/>      | <input type="checkbox"/>            |

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For further information on identifying appropriate receiving institutions, please see the following webpage: [http://bccat.ca/info/handbook/pages/identifying-appropriate-receiving-institutions?in\\_handbook=241](http://bccat.ca/info/handbook/pages/identifying-appropriate-receiving-institutions?in_handbook=241)

**Memo for Program Changes**

To: Amanda Grimson, UEC Committees Assistant; Jacqueline Nolte, Dean of Arts; Amara Wong, Committees Assistant (Arts)

From: Adrianna Bakos, History Department Head

Date: September 11, 2017

**Subject: New History Courses: HIST 100: Introduction to World History and HIST 119: Ancient Greece and Rome.**

1. Summary of changes (select all the apply):
  - ☐ Program revision that requires new resources
  - ☒ Addition of new course options or deletion or substitution of a required course
  - ☐ Change to the majority of courses in an approved program
  - ☐ Change to the duration, philosophy, or direction of a program
  - ☐ Addition of a new field of specialization, such as a concentration
  - ☐ Change in requirements for admission
  - ☐ Change in requirements for residency or continuance
  - ☐ Change in admission quotas
  - ☐ Change which triggers an external review
  - ☐ Deletion of a program not included in the Program Discontinuance policy
  - ☐ Other – Please specify:
2. Rationale for change(s): The History department will be submitting two new courses, HIST 100: Introduction to World History and HIST 119: Ancient Greece and Rome. HIST 119 will become one of the courses to select from for the European breadth area requirement of the History Major and Extended minor.
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 of the curriculum has been carefully considered by the History Department. HIST 100 and 119 are without explicit Indigenous content but instructors are encouraged to learn about and employ Indigenous teaching methods.
5. Will additional resources be required? If so, how will these costs be covered? N/A
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? N/A
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? No

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

### **Calendar Copy**

#### **History major**

##### **Lower-level requirements: 18 credits**

Three 100- or 200-level credits in each of the following three breadth areas:

- Canada/US: one of HIST 101, 102, 103, 205, 221, 241, 242
- Europe: one of HIST 119, 120, 121, 122, 211 (formerly 109), 212 (formerly 110), 213
- Asia/Latin America: one of HIST 115, 161, 162, 235, 236, 264, 265
- An additional nine 100- or 200-level history credits.

Note: Students may count three credits from THEA 203/ENGL 233 or THEA 204/ENGL 234 towards their History major or extended minor requirements.

##### **Upper-level requirements: 32 credits**

- A minimum of 8 credits in Asia/Latin America: HIST 357, 358, 359, 364, 382, 385, 398, 457, 458, 459, 460, 464, 465, 486, 487.
- Of the 32 credits, 12 must be at the 300 level and 12 must be at the 400 level.

#### **History extended minor**

##### **Lower-level requirements: 18 credits**

- Three 100- or 200-level credits in each of the following three breadth areas:
  - o Canada/US: one of HIST 101, 102, 103, 205, 221, 241, 242
  - o Europe: one of HIST 119, 120, 121, 122, 211 (formerly 109), 212 (formerly 110), 213
  - o Asia/Latin America: one of HIST 115, 161, 162, 235, 236, 264, 265
- An additional nine 100- or 200-level history credits.

Note: Students may count three credits from THEA 203/ENGL 233 or THEA 204/ENGL 234 towards their History major or extended minor requirements.

##### **Upper-level requirements: 16 credits**

- Four 300-level history credits
- Four 400-level history credits
- Eight 300- or 400-level history credits

Note 1: Students interested in teaching history at the high school level should take five upper-level courses (20 credits) to satisfy the requirements for a teachable subject.

Note 2: No more than four credits may be in Directed Studies courses.

# MEMO



**To:** CACC, CAC, CWC, UEC, Senate

**From:** Ghizlane Laghzaoui, Department Head, MOLA

**Date:** September 8<sup>th</sup>, 2017

**Re:** Intermediate Proficiency Associate Certificate in German

---

**Summary:**

MOLA proposes the creation of an Intermediate Proficiency Associate Certificate in German.

**Rationale:**

The Modern Languages department presently offers courses at the beginner and intermediate level in German. However, these courses were added after the Intermediate and Advanced Proficiency Certificate framework was set up for several of our other languages. We have a number of students who complete the intermediate courses in German but do not receive certificates because these programs are not listed in the UFV Academic Calendar.

Modern Languages

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

Proficiency certificates in Modern Languages

UFV's [Modern Languages Institute](#) now offers proficiency certificates in several languages.

The intermediate associate certificate consists of successful completion of 12 UFV credits (i.e., two years) in a single language: 101, 102, plus two second-year courses, with a minimum 2.33 GPA. At least 25% of the courses must be completed at UFV. Students who already have the 101/102 component, i.e., Grade 12 level, will be able to have the first-year requirement waived.

Students in any UFV program who meet the stated requirements of any proficiency certificate may apply for the certificate by completing a graduation application, available at Admissions & Records, by April 1 (all requirements must be met by April 30).

Students in any UFV program who achieve a GPA of at least 4.0 in all applicable language courses may apply for a certificate stating that they have completed the requirements "with distinction". This framework was approved by UEC in December 2016.

**Proposed Certificate:**

Intermediate associate certificate in German

- GERM 101, 102, 201, and 202 with a minimum 2.33 GPA.

**Current Certificates:**

Intermediate certificate in French

- FREN 101, 102, 219, and any one of FREN 215, 216, 225, or 230, with a minimum 2.33 GPA.

Intermediate certificate in Halq'eméylem

- HALQ 101, 102, 201, and 202 with a minimum 2.33 GPA.

Intermediate certificate in Japanese

- JAPN 101, 102, 201, and 202 with a minimum 2.33 GPA.

Intermediate certificate in Mandarin

- MAND 101, 102, 201, and 202 with a minimum 2.33 GPA.

Intermediate certificate in Russian

- RUSS 101, 102, 201, and 202 with a minimum 2.33 GPA.

Intermediate certificate in Spanish

- SPAN 101, 102, 201, and 202 with a minimum 2.33 GPA.
- The Intermediate certificate in Spanish is equivalent to the A2 level of the Common European Framework of Reference (CEFR) at the moment of completion.

Advanced certificate in French

- Completion of the requirements for the intermediate certificate in French, plus
- Any two of FREN 315, 319, 325, 330, or 345 with a minimum 2.33 GPA.

Advanced Certificate in Japanese

- Completion of the requirements for the intermediate certificate in Japanese, plus
- JAPN 301 and 302 with a minimum 2.33 GPA.

\*Recently approved in May 2017

Advanced certificate in Russian

- Completion of the requirements for the intermediate certificate in Russian, plus
- RUSS 311 and 321 with a minimum 2.33 GPA.

Advanced certificate in Spanish

- Completion of the requirements for the intermediate certificate in Spanish, plus
- SPAN 301 and 302 with a minimum 2.33 GPA.
- The Advanced certificate in Spanish is equivalent to the B1 level of the Common European Framework of Reference (CEFR) at the moment of completion.

Graduation

Candidates who qualify to receive a UFV proficiency certificate in modern languages must be approved by the UFV Modern Languages Institute and the University College Council. Students transferring to another institution before graduation should speak to the head of the Modern Languages Institute regarding the application process.

Course listings

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

**Memo for Program Changes**

To: CACC, CAC, CWC, UEC, Senate

From: Ghizlane Laghzaoui, Department Head, Modern Languages

Date: September 6<sup>th</sup>, 2017

**Subject: Program change (Intermediate Proficiency Associate Certificate in German)**

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: Addition of an Intermediate Proficiency Associate Certificate in German

2. Rationale for change(s):

The Modern Languages department presently offers courses at the beginner and intermediate levels in German. However, these courses were added after the Intermediate and Advanced Proficiency Certificate framework was set up for several of our other languages. We already have students who have completed beginner and intermediate level German courses but unfortunately are not being rewarded for their hard work and learned skills with an Intermediate Proficiency certificate that is available for several other languages.

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

Program outcomes are the same as for the already existing Intermediate ? Proficiency Certificates.

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

The program will include some exposure to the writings on First Nations Peoples by German author Karl May

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

No; 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?

This will enable students to obtain a credential recognizing their achievements in German.  
Consequently, it might increase enrollment in German courses.

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

No.

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.)

Seats in existing courses.

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

## Proficiency certificates in Modern Languages

An Intermediate Proficiency associate certificate consists of successful completion of 12 UFV credits (i.e. two years) in a single language: 101, 102, plus two second-year courses, with a minimum 2.33 GPA.

An Advanced Proficiency certificate consists of successful completion of 20 credits in a single language, including a minimum of six credits at the 200 level and eight credits at the upper level.

For both credentials, at least 25% of the courses must be completed at UFV. Students who already have the 101 and 102 component (i.e. Grade 12 level) will be able to have the first-year requirement waived.

Students in any UFV program who meet the stated requirements of proficiency in a single language as outlined above may apply for the corresponding certificate or associate certificate by completing a graduation application by April 1 (all requirements must be met by April 30).

Some of these credentials are equivalent to proficiency standards in international language frameworks such as CERF (Common European Reference Framework). Please consult the department for information on equivalencies for specific credentials.

Students should be aware that course availability varies and should consult with the Institute of Modern Languages to confirm current course availability.

### Intermediate Proficiency associate certificates

Intermediate Proficiency associate certificates are currently available for the following languages:

French

FREN 101, 102, 219, and any one of FREN 215, 216, 225, or 230, with a minimum 2.33 GPA.

### German

GERM 101, 102, 201, and 202 with a minimum 2.33 GPA

### Halq'eméylem

HALQ 101, 102, 201, and 202 with a minimum 2.33 GPA.

### Japanese

JAPN 101, 102, 201, and 202 with a minimum 2.33 GPA.

### Mandarin

MAND 101, 102, 201, and 202 with a minimum 2.33 GPA.

### Russian

RUSS 101, 102, 201, and 202 with a minimum 2.33 GPA.

### Spanish

SPAN 101, 102, 201, and 202 with a minimum 2.33 GPA.

## Advanced Proficiency certificates

Advanced Proficiency certificates are currently available for the following languages:

### French

Completion of the requirements for the intermediate certificate in French, plus  
Any two of FREN 315, 319, 325, 330, or 345 with a minimum 2.33 GPA.

### Russian

Completion of the requirements for the intermediate certificate in Russian, plus RUSS 311 and 321 with a minimum 2.33 GPA.

## Spanish

Completion of the requirements for the intermediate certificate in Spanish, plus SPAN 301 and 302 with a minimum 2.33 GPA.

## Graduation

Candidates who qualify to receive a UFV proficiency certificate in modern languages must be approved by the UFV Modern Languages Institute and the UFV Senate. Students transferring to another institution before graduation should speak to the head of the Modern Languages Institute regarding the application process.

## Course listings

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

[Return to main Modern Languages page](#)

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### GERMAN

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

German is offered as part of the 19-22 credit [Mennonite Studies certificate](#), which draws its offerings from across a number of UFV Arts disciplines, and is designed for students who are considering — or who are currently involved in — careers in teaching, public service, community development, social policy, and church work.

UFV's [Modern Languages Institute](#) offers courses for students beginning with little or no previous knowledge of the German language, to those with strong language skills in both written and spoken German. [The Modern Languages Institute also offers an Intermediate Proficiency associate certificate in German.](#)

- [Mennonite Studies certificate](#)
- [Proficiency Certificates in Modern Languages](#)

**Memo for Program Changes**

To: CACC

From: Steve Schroeder, Teaching Chair Peace and Conflict Studies (program Head)

Date: September 27, 2017

**Subject: Program change (Peace and Conflict Studies 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: awarding academic credit for courses taken at JIBC

**2. Rationale for change(s):** Awarding academic credit for those courses renders the credits applicable for PACS and non-PACS degree programs.

In consultation with Advising, the calendar copy was also restructured to provide clarity to students and advisors and to make the degree easier to enter into the Degree Audit system. This did not, however, change the requirements of the degree and is merely a formatting change.

**3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:** N/A to this change**4. What consideration has been given to indigenizing the curriculum?** N/A to this change**5. Will additional resources be required? If so, how will these costs be covered?** NONE**6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?** Students will earn UFV credit for JIBC courses; this change is expected to increase enrolment in the courses.**7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?** NO**8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)** NONE**9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.** NO**10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.**

## Peace and Conflict Studies

Peace and Conflict Studies (PACS) is an interdisciplinary program of study with a well-developed theoretical and research base that drives its practical and applied components. The PACS program at UFV focuses on conflict at the personal, communal, national, and international levels with the intent of having students develop their own viable prospects for peacebuilding in these troubled contexts.

The program incorporates development of a diverse set of skills, such as conflict analysis, conflict transformation, interpersonal skills, compassion, sensitivity, confrontation, consensus building, intercultural communication, and strategies for reconciliation.

In addition to studying in classroom settings the factors that contribute to conflicts, students will acquire hands-on experience in conflict transformation and reconciliatory work that builds peaceful relationships in their own lives, in their communities, and in the broader world.

The PACS major and minor are available within the Bachelor of Arts. Please refer to the [Bachelor of Arts](#) section for information on entrance requirements.

## Peace and Conflict Studies major

This section specifies the major discipline requirements only. Information on additional Bachelor of Arts requirements begins in [this section](#).

Please check the Bachelor of Arts [residency](#) section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

## Fees and additional costs

See the [Fees and Other Costs](#) section. PACS major students are also required to take three short courses offered by the Justice Institute of British Columbia (JIBC) Centre for Conflict Resolution. These are CRES 1100 (21 hours), CRES 1472 (14 hours), and CRES 1473 (14 hours). Students should be aware that additional fees will apply for these courses. [Students will receive UFV transfer credit for these courses.](#)

## Program requirements

Students can declare a Peace and Conflict Studies major after completion of at least 30 university-level credits, with a minimum of 2.0 CGPA on all credits attempted, and a minimum grade of C in both PACS 100 and PACS 200.

To complete the PACS major, students will need to satisfy the following requirements which must include 30 upper-level credits.

### Introduction and Foundation

| Course             | Title                                                    | Credits |
|--------------------|----------------------------------------------------------|---------|
| PACS 100           | Introduction to Peace and Conflict Studies               | 3       |
| PACS 200           | Conflict Analysis and Peacebuilding in the Fraser Valley | 3       |
| HSER 120           | Introduction to Interpersonal Communications             | 3       |
| <b>or</b> CMNS 180 | Introduction to Intercultural Communication              |         |
| GEOG 346           | Geography of Religion                                    | 4       |
| PACS 310           | Conflict Transformation                                  | 3       |

|                                 |                                                             |            |
|---------------------------------|-------------------------------------------------------------|------------|
| <b>JIBC courses:</b> (see Note) |                                                             |            |
| CRES 1100                       | Foundations of Collaborative Conflict Resolution (21 hours) | <u>1.5</u> |
| CRES 1472                       | Balancing Empathy and Assertion (14 hours)                  | <u>1</u>   |
| CRES 1473                       | Managing the Conflict Within (14 hours)                     | <u>1</u>   |

Note: Students will be required to submit an official JIBC transcript to the Office of the Registrar as proof of completion and for transfer credit assessment. ~~As per special arrangement between UFV and JIBC, these courses will be offered at the UFV Clearbrook campus.~~ Please contact the PACS program coordinator for detailed information about when these courses will be offered.

## Conflict Analysis

| Course                     | Title                             | Credits                      |
|----------------------------|-----------------------------------|------------------------------|
| Individual and Society     | Selected from List 1A (see below) | 3                            |
| National and International | Selected from List 1B (see below) | 3- <del>4</del> <sup>8</sup> |

Note: A single course cannot be used to satisfy more than one requirement.

## Peacebuilding

| Course                     | Title                             | Credits                       |
|----------------------------|-----------------------------------|-------------------------------|
| Individual and Society     | Selected from List 2A (see below) | 3                             |
| National and International | Selected from List 2B (see below) | 6- <del>8</del> <del>12</del> |
| Sustainability             | Selected from List 2C (see below) | 3- <del>4</del> <del>8</del>  |

Note: A single course cannot be used to satisfy more than one requirement.

## Upper-level Electives

|                                                                                                                                                                                                                                                                                                 | <u>Credits</u> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <u>8-12 upper-level electives chosen from the following options:</u> <ul style="list-style-type: none"> <li>- <u>Up to one additional course from List 1B</u></li> <li>- <u>Up to two additional courses from List 2B</u></li> <li>- <u>Up to one additional course from List 2C</u></li> </ul> | <u>8-12</u>    |

**Practice**

| Course             | Title                                              | Credits |
|--------------------|----------------------------------------------------|---------|
| PACS 390           | Conflict Analysis and Peacebuilding Directed Study | 3       |
| <b>or PACS 391</b> | Conflict Analysis and Peacebuilding Field Work     |         |

**Capstone**

| Course   | Title                                       | Credits |
|----------|---------------------------------------------|---------|
| PACS 400 | Conflict Analysis and Peacebuilding Seminar | 3       |

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**Number** 105**Effective Date** 2016-05-06**Next Review Date** 2021-05

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**COURSE CREDITS**

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|                                       |                                                                                              |
|---------------------------------------|----------------------------------------------------------------------------------------------|
| <b>Approval Authority</b>             | Senate                                                                                       |
| <b>Responsible Executive</b>          | Provost and Vice-President, Academic                                                         |
| <b>Related Policies / Legislation</b> | Undergraduate Program and Course Approval (21)<br>Graduate Program and Course Approval (207) |

**PURPOSE**

This policy establishes standards and principles for a consistent, credible approach to assigning course credits for courses at the University of the Fraser Valley.

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**SCOPE**

This policy applies to all courses offered for credit by the University of the Fraser Valley.

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**DEFINITIONS**

In this policy, the following definitions apply:

**Credit:** A numeric value assigned to a course, based on both the hours of direct instruction and the coursework done outside of the classroom, which indicates the course's weight relative to courses across the university.

**Course:** A set of lectures or lessons in a particular subject, with defined learning outcomes, offered under a designated subject code and course number.

**Class time:** Time required of students to attend scheduled learning activities, including but not limited to lectures, laboratories, seminars, demonstrations, and practice of skills.

**Outside-of-class time:** Time expected of students outside of class for course-related activities, such as reading, research, assignments, projects, studying, rehearsing, and any other learning activities typically required to master the course content.

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**POLICY**

Course credits are intended to be a reflection of the total learning time, including class time and outside-of-class time, regardless of the instructional method(s) used. Courses that require similar amounts of learning time shall be assigned similar credit values, regardless of the instructional methods or delivery methods used.

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**REGULATIONS****Standard for determination of credits**

The traditional academic model for assigning course credit assumes that lecture or seminar-based courses require a 1:2 ratio of class time to outside-of-class time. In this model, a credit is based on one hour of in-class and two hours of outside-of-class study (total three hours per week of study time) for an average student over a 15-week semester, for a total of 45 study hours.

At UFV, many courses do not follow the above model. They may contain more than one instructional format or have quite different ratios of class time to outside-of-class time. Therefore, credits should not be determined solely by the number of class hours. Instead, credits are based on an equivalent total amount of student course work (including class time and outside-of-class time).

Mastery of learning outcomes is not strictly dependent on time. Graduate level courses often assign credit based on the work that a student must produce to meet a learning outcome.

**Approval of course credits**

Credit values for courses are established during the course approval process and may be changed during course reviews, in accordance with the Undergraduate and Graduate Course and Program Approval policies. The Undergraduate Education committee and Graduate Studies committee will publish guidelines for determining course credit.

The head of the department or program, with approval of the appropriate curriculum committee, proposes the number of credits for each course. When proposing course credit values for new courses, or changes to credit values, departments will be required to explain how the credits were determined, based on:

- instructional contact hours required for students to achieve content mastery
- additional hours required of the student to achieve content mastery

For some courses a comparison with the standard credit value does not provide an appropriate credit value. Examples include but are not limited to practicum courses, field schools, or graduate-level extended essays, major papers, or theses. In such cases the department must provide a detailed rationale to explain why a variance is requested.

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## PROCEDURES

|                |            |
|----------------|------------|
| EFFECTIVE DATE | MM-DD-YYYY |
| LAST AMENDMENT | MM-DD-YYYY |

### UEC COURSE CREDITS ~~PROCEDURES~~ GUIDELINES

|                               |                      |
|-------------------------------|----------------------|
| <b>Responsible Department</b> | Academic units       |
| <b>Responsible Executive</b>  | VP Academic          |
| <b>Related policy</b>         | Course Credits (105) |

Under the Course Credits policy (105) credits for courses are based on *total study-learning* time for a course, including class time and out-of-class study time, not simply determined by the scheduled class time. One credit is equivalent to 45 hours of study time per semester, including scheduled classes and study time outside of class required for a student to meet learning outcomes.

Although a ~~typical arts~~ course may follow the traditional academic model, which assumes a ratio of 1:2 class time to outside class study time, this ratio is not accurate for many courses at UFV, especially courses with a variety of instructional formats, a heavier emphasis on in-class learning, or predominantly independent study. This ~~policy guideline~~ allows a flexible approach to determining appropriate credit that can be used for any type of course offered.

#### How to determine credit values for courses

Use the following guidelines and the chart, below, to calculate course credit based on total study time:

- For regular semester classes, calculate class time and time required outside of class over the full semester (15 weeks).
- Use actual weeks for classes, labs, or other components that do not run over a full semester.
- Provide a realistic estimate of the time outside of class course work expected for an average student. Consider the readings, assignments, projects, and study for exams that the student will complete weekly or throughout the semester. Do not assume that the course requires two hours outside study time for every hour of classes.

| Course                                       | Hours per week | Duration in weeks (may vary by component) | Total hours per semester | Credit calculation – total hours/45 | Credits to be assigned (rounded to nearest credit) |
|----------------------------------------------|----------------|-------------------------------------------|--------------------------|-------------------------------------|----------------------------------------------------|
| Scheduled class time (e.g. lecture, seminar) |                |                                           |                          |                                     |                                                    |
| Component 1 (e.g. lab, shop)                 |                |                                           |                          |                                     |                                                    |
| Component 2                                  |                |                                           |                          |                                     |                                                    |
| Course work outside class                    |                |                                           |                          |                                     |                                                    |
| Total                                        |                |                                           | Total hours = X          | X/45 = Y                            | Round Y to nearest digit                           |

### Sample calculations

The sample calculations, below, are provided to illustrate a variety of possible course structures. They are not intended to prescribe the study hours or credits for any particular course. There are many other possible combinations of components that can be addressed using a similar approach.

| Typical academic course e.g. arts courses | Hours per week | Duration in weeks | Total hours per semester | Credit calculation – total hours/45 | Credits to be assigned (rounded to nearest credit) |
|-------------------------------------------|----------------|-------------------|--------------------------|-------------------------------------|----------------------------------------------------|
| Scheduled class time                      | 3              | 15                | 45                       |                                     |                                                    |
| Course work outside class                 | 6              | 15                | 90                       |                                     |                                                    |
| Total                                     |                |                   | 135                      | $135/45 = 3$                        | 3                                                  |

| Course with lab           | Hours per week | Duration in weeks | Total hours per semester | Credit calculation | Credits |
|---------------------------|----------------|-------------------|--------------------------|--------------------|---------|
| Scheduled class time      | 4.5            | 15                | 67.5                     |                    |         |
| Laboratory                | 3              | 10                | 30                       |                    |         |
| Course work outside class | 6              | 15                | 90                       |                    |         |
| Total                     |                |                   | 187.5                    | $187.5/45 = 4.2$   | 4       |

| Trades course             | Hours per week | Duration in weeks | Total hours per semester | Credit calculation | Credits |
|---------------------------|----------------|-------------------|--------------------------|--------------------|---------|
| Scheduled class time      | 15             | 3                 | 45                       |                    |         |
| Shop                      | 10             | 3                 | 30                       |                    |         |
| Course work outside class | 12.5           | 3                 | 37.5                     |                    |         |
| Total                     |                |                   | 112.5                    | $112.5/45 = 2.8$   | 3       |

| Course with strong emphasis on in-class learning (e.g. ABE, vocational course) | Hours per week | Duration in weeks | Total hours per semester | Credit calculation | Credits |
|--------------------------------------------------------------------------------|----------------|-------------------|--------------------------|--------------------|---------|
| Scheduled class time                                                           | 6              | 15                | 90                       |                    |         |
| Course work outside class                                                      | 3              | 15                | 45                       |                    |         |
| Total                                                                          |                |                   | 135                      | $135/45 = 3$       | 3       |

| Course with no scheduled classes (e.g. online, directed studies) | Hours per week | Duration in weeks (may vary by component) | Total hours per semester | Credit calculation – total hours/45 | Credits |
|------------------------------------------------------------------|----------------|-------------------------------------------|--------------------------|-------------------------------------|---------|
| Course work outside class                                        | 9              | 15                                        | 135                      |                                     |         |
| Total                                                            |                |                                           | 135                      | $135/45 = 3$                        | 3       |

| Practicum Course with no scheduled classes | Hours per week | Duration in weeks (may vary by component) | Total hours per semester | Credit calculation – total hours/45 | Credits |
|--------------------------------------------|----------------|-------------------------------------------|--------------------------|-------------------------------------|---------|
| Course work outside class                  | 15             | 15                                        | 225                      |                                     |         |
| Total                                      |                |                                           | 225                      | 225/45 =5                           | 5       |

DRAFT



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## **MEMORANDUM**

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To: Eric Spalding, Chair, UEC

From: Alastair Hodges, Chair, Senate Graduate Studies Committee (GSC)

Cc: Bruce Kirkley, Acting Coordinator, Program Development & Quality Assurance; Fiona McQuarrie, Acting Coordinator, Program Development & Quality Assurance.

Date: November 02 2017

Re: For information only - Approval of Dual Listed Course Guidelines

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### **Background & Summary**

The following motion was passed at the March 2017 meeting of Senate: THAT Senate direct the Graduate Studies Committee to investigate the use of 400 level courses that have been used towards an undergraduate degree and applying them to a graduate level program at UFV and bring back a report and recommendation to Senate.

GSC, through the work of a sub-committee, has produced the attached Guidelines for Dual Listed Courses, which were approved at GSC in September 2017 and Senate in October 2017. The guidelines are attached for informational purposes.

These Guidelines attempt to address the use of 400 level courses as requested by Senate (see Addendum point 3 in the Guidelines), and to further address dual-listed courses and their use.

If you have any questions, please contact the Program Development & Quality Assurance Office.

Guidelines for Dual-listed Graduate Courses**Approved GSC 2017 03 16**

A dual-listed, or co-convened, graduate course is a graduate course that includes concurrent enrollment in an upper level undergraduate course (normally at the 400-level) on the same topic.

UFV recognizes the value of dual-listing graduate courses. The practice can provide an enriched learning experience for both graduate and undergraduate students, and also facilitate a more efficient use of faculty time and university resources. In general, to meet the needs of graduate students, a dual-listed graduate course should:

- a. Provide opportunities for significant interaction among graduate students and/or between graduate student(s) and the faculty member teaching the course.
- b. Require a higher level of complexity and cognitive processing at the graduate level.
- c. Have a separate and distinct syllabus for the graduate course specifying higher order learning outcomes, content, and assessment procedures.
- d. Require upper-division prerequisites.
- e. Ensure an enriched learning experience for both graduate and undergraduate students.

Approval of dual-listing for a graduate course will be contingent on meeting the following guidelines:

- a. The official course outline for the graduate course must be distinct from the corresponding undergraduate official course outline.
- b. Graduate courses will normally only be dual-listed with 400-level undergraduate courses, and will require upper-level undergraduate prerequisites appropriate to ensuring success in meeting the graduate level outcomes.
- c. The learning outcomes for dual-listed graduate courses must demonstrate a higher level of knowledge, methodology, research, application, communication, interpretation, and professional capacity/autonomy than the corresponding undergraduate course. As a general guide, the majority of the learning outcomes for the graduate course should reflect higher order outcomes that are consistent with the degree level standards established for Master's degrees by the BC Ministry of Advanced Education (see Appendix).
- d. The assignments for the dual-listed graduate course must be mapped to the graduate level learning outcomes and should clearly demonstrate work that is appropriately higher in quality (i.e. increased complexity and difficulty) and quantity (i.e. involves additional work beyond what is required at the undergraduate level).
- e. The assignments for the dual-listed graduate course should include at least one component that demonstrates how the co-convening will enrich the learning experiences for both graduate and undergraduate students. Some examples include: mentoring undergraduate students in seminars or labs, organizing and presenting units of study, designing and/or facilitating class projects.

**Procedure**

The graduate level of a dual-listed course is approved by GSC, and submitted following the usual procedure for graduate course approval. If the 700-level course is based on an existing 400-level course, the graduate course outline is sent to UEC for information (not for approval). If the 400-level

version of the dual-listed course is a new course, then the 400-level course outline needs to be approved by UEC.

When presenting dual-listed courses to GSC and other approving bodies, the course developers should provide a document that clearly compares the 400- and 700-level learning outcomes and the typical evaluation/weighting in two adjacent columns (see example template next page). A copy of the official course outline for the 400-level course should also be included.

Dual-listed Course Guidelines: Addendum

**Approved GSC 2017 09 21**

The following guidelines stipulate how dual-listed course credits can be applied to meet requirements for both undergraduate and graduate degree programs, and also address the related question of how graduate students might be allowed to use undergraduate courses more generally when designing a graduate program of study.

Allowing students to use a limited number of credits from approved dual-listed and/or undergraduate courses to meet both undergraduate and graduate degree requirements can serve as a valuable incentive to encourage students to continue into graduate studies at UFV. However, such practices need to be carefully managed to ensure the integrity and value of UFV's graduate credentials. The purpose of the following guidelines, therefore, is to balance flexibility and encouragement with scholarly integrity and rigour.

1. Applying Graduate Course Credit from Dual-listed Courses Earned as an Undergraduate to a Planned Graduate Credential:
  - a) Students taking a dual-listed course as part of an undergraduate degree program who intend to continue into graduate studies will normally register in the graduate level of the dual-listed course if they plan to use the credits to meet requirements of a graduate program.
  - b) Credits earned in dual-listed courses taken at the graduate level as part of an undergraduate program can be used to meet both undergraduate and graduate program requirements provided:
    - i) the credits represent no more than twenty-five percent (25%) of the credits required for the graduate program, up to a maximum of eight (8) credits;
    - ii) the grade received meets the minimum grade requirement for the corresponding graduate program.
2. Applying Undergraduate Course Credit from Dual-listed Courses to a Subsequent Graduate Credential:
  - a) A maximum of four (4) credits earned for the undergraduate level of a dual-listed course can be used to meet the requirements for both an undergraduate and graduate degree program, provided:
    - i) the dual-listed course has been approved for this purpose by the Graduate Studies Committee;
    - ii) the credits represent no more than twenty-five percent (25%) of the credits required for a graduate program;
    - iii) the grade received meets the minimum grade requirement for the corresponding graduate program.

3. Applying Undergraduate Credits to Graduate Programs:
  - a) Students registered in a graduate program may enroll in undergraduate courses and use the credits toward meeting elective credits in their graduate program, provided:
    - i) the course is clearly relevant to the student's program of study and has been approved by the graduate program supervisor and/or committee;
    - ii) the credits represent no more than twenty-five percent (25%) of the credits required for the graduate program, up to a maximum of four (4) credits, inclusive of any credits that may have been acquired under (2) above (in other words, any credits earned for the undergraduate level of a dual-listed course that are subsequently applied toward meeting graduate program requirements will be included in the calculation of the number of undergraduate credits the student can apply toward meeting graduate program requirements);
    - iii) the grade received meets the minimum grade requirement for the corresponding graduate program.
  - b) Credits from undergraduate courses taken prior to registering in a graduate program at UFV cannot be transferred or used to meet graduate program requirements, with the exception of dual-listed courses approved for this purpose by the Graduate Studies Committee under item (2) above. Additional requirements may be needed for students who have completed the undergraduate level of a dual-listed course.
4. Graduate program committees have the right and the obligation to determine whether or not to allow the use of regular or dual-listed undergraduate courses to meet graduate program requirements, and are not required to allow their use.

**Dual-listed Course Comparison Template (example)**

| Course                                                                          | 400-level outcome                                                                                                                                                                                                              | 700-level outcome                                                                                                                                                                                                              | Notes |
|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <b>UFV 720<br/>Race,<br/>Ethnicity,<br/>and<br/>Intercultural<br/>Relations</b> | Identify and describe theoretical and conceptual formulations related to race, ethnicity, and culture from inter- and trans-disciplinary perspectives                                                                          | Interpret theoretical and conceptual formulations related to race, ethnicity, and culture from inter- and trans-disciplinary perspectives                                                                                      |       |
|                                                                                 | Analyze key conceptual, experiential, and narrative frameworks related to race, ethnicity, and culture and their points of convergence and divergence                                                                          | Evaluate key conceptual, experiential, and narrative frameworks related to race, ethnicity, and culture and their points of convergence and divergence                                                                         |       |
|                                                                                 | Examine how constructions such as empire, nation, colour, difference, otherness, belonging, class, gender, sexuality, religion, and language contribute to racial and ethnic identity and, in turn, to intercultural relations | Analyze how constructions such as empire, nation, colour, difference, otherness, belonging, class, gender, sexuality, religion, and language contribute to racial and ethnic identity and, in turn, to intercultural relations |       |
|                                                                                 | Articulate the legal and policy frameworks used to create exclusion and inclusion in historical and contemporary contexts                                                                                                      | Critique the legal and policy frameworks used to create exclusion and inclusion in historical and contemporary contexts                                                                                                        |       |
|                                                                                 | Explain the limitations of specific theoretical frameworks when considering historical and contemporary instances of ethnic, racial, and intercultural relations                                                               | Evaluate the limitations of specific theoretical frameworks when considering historical and contemporary instances of ethnic, racial, and intercultural relations                                                              |       |
|                                                                                 | Differentiate between multiple perspectives on academic interpretations of narrative and lived experience of race, ethnicity, and intercultural relations                                                                      | Critique multiple perspectives to academic interpretations of narrative and lived experience of race, ethnicity, and intercultural relations                                                                                   |       |
|                                                                                 | Employ appropriate critical vocabulary to formulate arguments, communicate positions, and demonstrate conceptual competence                                                                                                    | Employ appropriate critical vocabulary to formulate arguments, communicate positions, and demonstrate conceptual competence                                                                                                    |       |
|                                                                                 |                                                                                                                                                                                                                                | Propose the integration of an advanced theoretical framework into an applied context                                                                                                                                           |       |
|                                                                                 | <b>400-level evaluation</b>                                                                                                                                                                                                    | <b>700-level evaluation</b>                                                                                                                                                                                                    |       |
|                                                                                 | Research seminar 25%                                                                                                                                                                                                           | Research seminar 20%                                                                                                                                                                                                           |       |
|                                                                                 | Digital exhibit and review blog 25%                                                                                                                                                                                            | Digital exhibit and review blog 20%                                                                                                                                                                                            |       |
|                                                                                 | Research essay (1250 words) 35%                                                                                                                                                                                                | Research essay (2500 words) 40%                                                                                                                                                                                                |       |
|                                                                                 | Participation 15%                                                                                                                                                                                                              | Class mentorship 10%                                                                                                                                                                                                           |       |
|                                                                                 |                                                                                                                                                                                                                                | Participation 10%                                                                                                                                                                                                              |       |
| Course                                                                          | 400-level outcome                                                                                                                                                                                                              | 700-level outcome                                                                                                                                                                                                              | Notes |
|                                                                                 |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                |       |
|                                                                                 |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                |       |
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|                                                                                 |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                |       |
|                                                                                 |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                |       |
|                                                                                 | <b>400-level assignments</b>                                                                                                                                                                                                   | <b>700-level assignments</b>                                                                                                                                                                                                   |       |
|                                                                                 |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                |       |
|                                                                                 |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                |       |