



UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING
January 26, 2018 - 10:00 AM
A225

AGENDA

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Page

**1. APPROVAL OF THE AGENDA**

**1.1.**

**2. APPROVAL OF UEC MINUTES**

4 - 6      **2.1.** UEC draft minutes: Dec. 15, 2017

**3. COURSES AND PROGRAMS**

7 - 12      **3.1. Arts: Course outlines**  
New course: IDS 100, Interdisciplinary Studies I

MOTION: To approve the IDS 100 course outline as presented.

13 -      **3.2. Computer Information Systems: Course outlines**  
29      Review with changes including prerequisites: COMP 256  
Review with changes including credits, prerequisites, and course code: COMP 325 (formerly CIS 325)  
New course: COMP 440, Project in Computing Science  
Review with changes including prerequisites: CIS 496

MOTION: To approve the CIS and COMP course outlines as presented.

30 -      **3.3. Computing Science: Program changes**  
36      Change to program requirements: Computing Science major

MOTION: To recommend the changes to the Computing Science major as presented, effective September 2018.

37 -      **3.4. English: Course outlines**  
48      Discontinuation: ENGL 109, 115, 120, 130, 150, 204, 205, 206, 207, 216  
Reinstatement of discontinued course with changes including title: ENGL 201, 202

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MOTION: To approve the discontinuation of ENGL 109, 115, 120, 130, 150, 204, 205, 206, 207, and 216 as presented, effective September 2018.

MOTION: To approve the reinstatement of ENGL 201 and 202 as presented.

49 - **3.5. English: Program changes**

56  
Changes to program requirements: English major, English Literature  
Changes to program requirements: English major, Creative Writing concentration  
Changes to program requirements: English major, Drama concentration  
Changes to program requirements: English major, Writing and Rhetoric concentration  
Changes to program requirements: English Honours  
Changes to program requirements: English extended minor  
Changes to program requirements: English minor

MOTION: To approve the changes to the English programs as presented, effective September 2018.

57 - **3.6. Global Development Studies: Course outlines**

60  
New course: GDS 483, Directed Studies in Global Development

MOTION: To approve the GDS 483 course outline as presented.

61 **3.7. Global Development Studies: New programs**

New programs: Global Development Studies minor and extended minor

MOTION: To recommend the Global Development Studies minor and extended minor as presented.

62 - **3.8. Mathematics and Statistics: Program changes**

73  
Change to program requirements: Mathematics major, extended minor, minor (BA and BGS) and minor (BSc)

MOTION: To approve the changes to the Mathematics major, extended minor, minor (BA and BGS), and minor (BSc) as presented, effective September 2018.

74 - **3.9. Nursing: Course outlines**

79  
Changes including prerequisites and total hours: NURS 406  
Discontinuation: HSC 410

MOTION: To approve the NURS 406 course outline and discontinuation of HSC 410 as presented.

80 - **3.10. Nursing: Program changes**

85  
Change to program requirements: Bachelor of Science in Nursing

MOTION: To approve the changes to the Bachelor of Science in Nursing as

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presented, effective September 2018.

86 -  
97

**3.11. Philosophy: Course outlines**

Review with changes including prerequisites: PHIL 310, 318

New course: PHIL 375, Death, Desire, and Art in Continental Thought

MOTION: To approve the PHIL course outlines as presented.

98 -  
100

**3.12. Philosophy: Program changes**

Change to program requirements: Philosophy major

MOTION: To approve the changes to the Philosophy major as presented, effective September 2018.

101 -  
104

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

Review with changes including prerequisites: SOWK 380

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

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106

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

Declaration requirements: BSW - Child Welfare specialization

MOTION: To recommend the declaration requirements for the Bachelor of Social Work - Child Welfare specialization as presented, effective September 2018.

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. Admissions Subcommittee report**

**4.2. Transfer Credit Subcommittee report**

**4.3. Policy Subcommittee report**

**4.4. Senate report**

**5. INFORMATION ITEMS**

107 -  
109

**5.1. Vacant positions on UEC as of July 31, 2018**

**6. ADJOURNMENT**



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

December 15, 2017  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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

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

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

##### **2.1. UEC draft minutes: Nov. 24, 2017**

##### **MOTION:**

To approve the draft minutes as presented.  
CARRIED

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

##### **3.1. Child, Youth, and Family Services: Course outlines**

Changes including title and course number: CYC 461 (formerly CYC ~~361~~360E)

New course: CYC 462, Transitions: Working with Grief and Loss

New course: CYC 475, Play/Expressive Therapies

Discontinuation: CYC 270

##### **MOTION:**

To approve the CYC course outlines as amended, with discontinuation of CYC 270 contingent upon the course being formally removed from the list of program electives:

- Prerequisites for CYC 461, 462, and 475 changed to "Admission to the Bachelor of Arts in Child and Youth Care and (45 university-level credits or department head's permission)."

CARRIED

##### **3.2. Visual Arts: Course outlines**

New course: VA 119, Intro Studio III: Digital Multi-Tool

##### **MOTION:**

To approve the VA 119 course outline as presented.  
CARRIED

UEC Draft Minutes  
15 Dec 2017

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**3.3. Visual Arts: Program changes**

Program changes: Visual Arts diploma

Program changes: Visual Arts major

Program changes: Visual Arts extended minor

**MOTION:**

To approve the changes to the Visual Arts diploma, major, and extended minor as amended, effective September 2018:

- Remove discontinued CMNS 155 from elective requirements.

CARRIED

**3.4. Business: Course outlines**

New course: BUS 353, Business Process Management

Review with changes including prerequisites: BUS 457

**MOTION:**

To approve the BUS course outlines as presented:

- BUS 353 learning outcome #2: change "Visualize" to "Diagram".

CARRIED

**3.5. Business: Program changes**

Change to program requirements: BBA Operations Management/Management Information Systems minor

~~Changes to program and entrance requirements, and name change: Business Administration (Aviation) diploma (formerly Aviation diploma (two-year program))~~

~~Changes to program and entrance requirements: BBA (Aviation)~~

**MOTION:**

To approve the changes to the BBA Operations Management/Management Information Systems minor as presented, effective September 2018.

CARRIED

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. Admissions Subcommittee report**

There was no report from this subcommittee.

**4.2. Transfer Credit Subcommittee report**

This subcommittee has met to consider a number of requests.

**4.3. Policy Subcommittee report**

This subcommittee has recently discussed policies 21 and 107. Members will be looking into several items and reporting back to UEC.

**4.4. Senate report**

Senate has not met again since the last UEC meeting.

**5. INFORMATION ITEMS**

UEC Draft Minutes  
15 Dec 2017

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- 5.1. Minor course changes** (outlines will be available at [www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines))  
BUS 403

**6. ADJOURNMENT**

The meeting was adjourned at 11:12 am.

**Memo for New Course**

To: CACC, CAC, and Jacqueline Nolte

From: Alisa Webb, Associate Dean of Students and Chair of CACC

Date: October 23, 2017

**Subject: Proposal for new course IDS 100: Interdisciplinary Studies I**

1. Rationale for new course:

Discussions have been taking place at UFV for quite some time about the value of interdisciplinary learning and the benefits of breaking down disciplinary siloes in order to explore themes and issues. In response, Arts revised a long dormant course – IDS 400 – and made it available for use as of January 2016. To date, we have offered 2 sections of IDS 400: one focused on youth and elections and one tied to the Witness Blanket. The winter semester will see two new offerings: one looking at Canada 150 and one looking at youth and municipal involvement. IDS 400 has proved to be a good shell course which provides the opportunity for 2 or more faculty to work together on a theme or issue. Student response, too, has been good.

As faculty engage in teaching IDS 400, they note the need for lower-level versions of the course to introduce interdisciplinary thinking to students earlier in their degrees and start building interdisciplinary and integrative knowledge before the 400-level. The past year has also seen two faculty-generated proposals discussed which did not fit neatly into an existing course; IDS 100 would be an ideal vehicle.

It is our plan to continue to assess the effectiveness of IDS 400 and to assess IDS 100, once offered, to determine the feasibility of continuing to grow these offerings (such as adding an IDS 200 and/or IDS 300).

Arts currently has a kind of interdisciplinary course on the books: ARTS 100. ARTS 100 was offered twice, both times bringing together a faculty member from English and another from Anthropology. ARTS 100 was 9 credits, with a 72 student cap. The course satisfied the BA writing and reasoning requirements and was intended to act as a kind of cohort, first-year experience course – although all contained within one semester. While there was much that was good about the course, students and the instructors noted that the course tried to do too much, that 9 credits was a big risk for students new to UFV (i.e. they received a single grade as it was one course), and that a 9-credit course with 72 students presented logistical issues. Further, students had different motivations for taking ARTS 100; some saw it as a type of transitional program that might support their movement into post-secondary, while others saw it as intensive, high-level learning experience. This made it challenging for the course instructors.

We initially considered revising ARTS 100 and I worked with a few different faculty members and reviewed the feedback from the two ARTS 100 offerings. In the end, it made the most sense to start fresh. Our intention is to request discontinuance of ARTS 100.

Note: just as with IDS 400, while Arts “owns” the course, it could be used by any faculty.

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

At this time, IDS 100 could be used as elective credit in any credential. Further, IDS 100 would satisfy the critical thinking requirement in the BA, providing an additional option for students.

The long-term vision in Arts is to see students taking more interdisciplinary courses. Such courses provide an opportunity to students to come to understand disciplines through a compare and contrast methodology. They also highlight to students the necessity of a multi- and inter-disciplinary approach to “big questions” and “wicked problems” – those issues facing our society and world that cannot be easily answered by relying on the work of a single discipline. Further, research by individuals such as Jan Meyer, Ray Land, and Glynis Cousins shows that learning about disciplines through an interdisciplinary approach actually helps students to understand the threshold concepts of a discipline. Several North American universities have encouraged and adopted this approach, with the California State University System and the California Community Colleges Success Network showing the benefits of this type of approach.

If passed, the BFA could be encouraged to consider adding IDS 100 as an option to meet the reasoning requirement in the degree.

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

The course supports the following BA program outcomes:

- Analyze critically and imaginatively – the course provides foundational learning in critical thinking
- Initiate inquiries and develop solutions to problems – the course outcomes state that students will undertake an inquiry-based approach
- Integrate their learning – students will integrate knowledge of two disciplines in order to explore a particular question or theme

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

No

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

Several faculty have reviewed drafts of this course and provided feedback.

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

N/A

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

IDS 100 is a shell course open to exploration of any theme or issue; content will vary with instructor(s).

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

N/A

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

a. Credit value

3 credits

b. Class size limit

36

c. Frequency of offering

Annually

d. Resources required (labs, equipment)

None

We envision offering 1-2 sections of IDS 100 annually, dependent on faculty and student interest. At 3-credits and 36 students, the course should break even, provided sufficient enrolment. There could be a small impact on Philosophy enrolments if IDS 100 is offered; at present, PHIL 100 is the only course approved as meeting the foundational writing requirement in the BA, so, in semesters when an IDS 100 is offered, this might pull students away from PHIL 100.

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

No

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

Varies with instructor – likely no more than \$100



ORIGINAL COURSE IMPLEMENTATION DATE: September 2012  
 REVISED COURSE IMPLEMENTATION DATE: September 2018  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2022  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> IDS 100                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Course Full Title:</b> Interdisciplinary Studies I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Faculty:</b> College of Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Department (or program if no department):</b> College of Arts Curriculum Committee                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Calendar Description:</b><br><br>Students will take an interdisciplinary and inquiry-based approach to considering a particular theme, learning to integrate knowledge and perspectives from more than one discipline, while developing foundational skills in critical thinking.<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 checked="" type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: right;">30</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">15</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 30 | Seminars/tutorials/workshops | 15 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input checked="" 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><br><br><b>Maximum enrolment (for information only):</b> 36<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually |
| 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>Department / Program Head or Director:</b> CACC Chair                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Date approved:</b> October 23, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Date approved:</b> November 3, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Date of posting:</b> December 8, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Dean/Associate VP:</b> Dr. Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Date approved:</b> November 3, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Date of meeting:</b> January 26, 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

IDS 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:

1. Evaluate argument structures and their supporting evidence;
2. Examine context, perspective, and assumptions when evaluating and making arguments;
3. Construct rational arguments appropriate to the context;
4. Acknowledge contradictory arguments and evidence;
5. Connect information, concepts, and examples from more than one discipline around a particular theme;
6. Explain how at least two disciplines differ in their approach to a problem, question, or theme;
7. Articulate the benefits of exploring topics from more than one disciplinary perspective; and
8. Use an inquiry-based approach to formulate and research a question related to the course theme.

## Prior Learning Assessment and Recognition (PLAR)

☒ Yes      ☐ No

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

Lectures, class discussions and activities, use of audio-visual materials, inquiry-based learning, and in-class workshops

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

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

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

| Author (surname, initials)         | Title (article, book, journal, etc.)                   | Current ed.                         | Publisher | Year |
|------------------------------------|--------------------------------------------------------|-------------------------------------|-----------|------|
| 1. Stearns, P.                     | Childhood in World History                             | <input checked="" type="checkbox"/> | Routledge | 2016 |
| 2. Wyness, M.                      | Childhood and Society                                  | <input checked="" type="checkbox"/> | Palgrave  | 2011 |
| 3. Butterworth, J and Thwaites, G. | Thinking Skills: Critical Thinking and Problem Solving | <input checked="" type="checkbox"/> | Cambridge | 2013 |
| 4.                                 |                                                        | <input type="checkbox"/>            |           |      |
| 5.                                 |                                                        | <input type="checkbox"/>            |           |      |

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

## Typical Evaluation Methods and Weighting

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

## Details (if necessary):

## Typical Course Content and Topics

An example of a theme for IDS 100: Childhood

Module one: Global History of Childhood

Module two: Children and Society: Social Structures, Institutions, and Socialization around the globe

Module three: History, Sociology, and Childhood: Bringing it all together

Note: Alongside exploration of the theme, direct attention must be paid to teaching and developing critical thinking skills throughout the entirety of the course.

IDS 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 checked="" type="checkbox"/> |
| CNC                     | College of New Caledonia                         | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| COTR                    | College of the Rockies                           | <input type="checkbox"/>      | <input checked="" 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 checked="" type="checkbox"/> |
| EC                      | Emily Carr University of Art & Design            | <input type="checkbox"/>      | <input checked="" 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 checked="" type="checkbox"/> |
| NIC                     | North Island College                             | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| NLC                     | Northern Lights College                          | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| NWCC                    | Northwest Community College                      | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| OC                      | Okanagan College                                 | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| SFU                     | Simon Fraser University                          | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| TRU                     | Thompson Rivers University                       | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| TRU-OL                  | Thompson Rivers University, Open Learning        | <input type="checkbox"/>      | <input checked="" 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 checked="" 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 checked="" type="checkbox"/> |
| VIU                     | Vancouver Island University                      | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |

Visit [www.bccat.ca/articulate/additions/upperpolicy](http://www.bccat.ca/articulate/additions/upperpolicy) for a list of the institutions that will articulate upper-level courses.

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 Course Changes**

To: Amanda Grimson, Tracy Ryder Glass

From: CIS

Date: 22/09/17

**Subject: Proposal for revision of (COMP 256)**

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

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

2. Rationale for change:

**The prerequisite of CIS 190 is being removed so as to conform to requirements set forth by DQAB for inclusion in the BSc. Computer Science.**

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

**We have consulted with the Faculties of PROFESSIONAL Studies and Science, CIS department members, the Program Development Office, the Vice-Provost, and the Degree Quality Assurance Board (DQAB) regarding this course.**

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

**Acknowledgement of Stolo territories can be made during the course.**

7. If this course is not eligible for PLAR, explain why:
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
- a. Credit value

- b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?
- No field trips are required.**
10. Estimate of the typical costs for this course, including textbooks and other materials:
- Text book = \$200 + Tuition**



ORIGINAL COURSE IMPLEMENTATION DATE: September 2002  
 REVISED COURSE IMPLEMENTATION DATE: September 2018  
 COURSE TO BE REVIEWED: (six years after UEC approval) January 2024  
 Course outline form version: 16/01/14

## 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> COMP 256                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Course Full Title:</b> Introduction to Machine Architecture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Intro to Machine Architecture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Department (or program if no department):</b> Computer Information Systems                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Calendar Description:</b><br>An introduction to microcomputer architecture. Students study the fundamental digital circuits in typical microcomputer hardware, and assembly language programming as a tool for understanding the computer architecture and for controlling computer hardware devices.                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | COMP 125 and one of (COMP 150 or COMP 152).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                             |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Total Hours: 60</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: right;">45</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td style="text-align: right;">15</td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>60</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 45 | Seminars/tutorials/workshops |  | Laboratory hours | 15 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Maximum enrolment (for information only):</b> 35<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Twice a year                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Department / Program Head or Director:</b> Dan Harris                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> September 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> October 13, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of posting:</b> January 19, 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Dean/Associate VP:</b> Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> October 13, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> January 26, 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |

**COMP 256**

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

**Page 2 of 2**

**Learning Outcomes**

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

- describe the representation of information in the computer
- describe memory addressing modes
- describe high level language parameter-passing conventions
- demonstrate interfacing with the operating system
- demonstrate memory interfacing
- demonstrate I/O interfacing and I/O programming
- describe basic hardware decoding, memory
- use I/O devices including the timer, serial port and programmable interrupt controller as used in the IBM PC
- write programs which control computer hardware
- write assembly language programming

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

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

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

Lectures and labs with hands-on lab exercises involving digital design software, assembly language and high level language programming to control the PC.

**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. Kip Irvine                                          | Assembly Language for x86 Processors                                                                     | <input checked="" type="checkbox"/> | Pearson       | 2015 |
| 2. Rob Williams                                        | Computer Systems Architecture: A Networking Approach                                                     | <input type="checkbox"/>            | Pearson       |      |
| 3. Muhammad Ali Mazidi<br>& Janice Gillispie<br>Mazidi | The 80x86 IBM PC and Compatible Computers (Volumes 1 & II) ), Assembly Language, Design, and Interfacing | <input type="checkbox"/>            | Prentice Hall | 2002 |
| 4.                                                     |                                                                                                          | <input type="checkbox"/>            |               |      |
| 5.                                                     |                                                                                                          | <input type="checkbox"/>            |               |      |

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

**Typical Evaluation Methods and Weighting**

|                      |     |              |   |                   |     |            |      |
|----------------------|-----|--------------|---|-------------------|-----|------------|------|
| Final exam:          | 40% | Assignments: | % | Midterm exam:     | 35% | Practicum: | %    |
| Quizzes/assignments: | 25% | Lab work:    | % | Field experience: | %   | Shop work: | %    |
| Other:               | %   | Other:       | % | Other:            | %   | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

- Number systems review
- Bit manipulation and bit masking
- Computer architecture review
- Intel architecture
- Assembly language
- BIOS interrupts
- Software interrupts
- Passing parameters
- Interface cards (ISA)
- 8254 timer
- Serial communication, 8250 UART

**Memo for Course Changes**

To: Amanda Grimson, Tracy Ryder Glass

From: CIS

Date: 22/09/17

**Subject: Proposal for revision of COMP 325**

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

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

2. Rationale for change:

**Name Change: CIS 325 to COMP 325**

The purpose of this course is to teach the concepts of malicious software and attack prevention. The course entails an in-depth look at the internals of computer software and hardware. In its present form, the course looks at the principles of secure coding practices, common weaknesses found in cloud based systems, and to a lesser extent inherent vulnerabilities in the TCP/IP protocol suit.

A majority of the examples used in this course revolve around the use of C, machine code, and assembly language to demonstrate how software uses memory and the existent vulnerabilities resulting therefrom.

In addition time is spent focusing on inter-process communication and the pros and cons of message passing using shared memory, mailboxes, and passing parameters via CPU registers. The course also examines kernel modules, remote procedure calls, and other associated interaction.

Based on the fact that the CIS program already contains more than ample network courses and the security issues relating to such, there is really no longer need to examine those issues in great detail in this course.

**COMP 325 also addresses topics relating to forensics, social engineering and privacy.**

**Information assurance and security is part of the ACM recommended Computing Science Curriculum 2013 (p. 97). <http://www.acm.org/education/CS2013-final-report.pdf>**

**Security also overlaps privacy, legal and ethics concerns, also part of the recommended CS curriculum (Social Issues and Professional Practice, p. 192).**

**Another quote from the ACM 2013 CS Curriculum, p. 97**

**"The importance of security concepts and topics has emerged as a core requirement in the Computer Science discipline, much like the importance of performance concepts has been for many years. "**

**Based upon the topics being taught, this course more properly belongs under the COMP designation.**

**The number of credits has been reduced from four to three because it has been past practice in CIS that courses without extended time for labs are given three credits. COMP 325 does not require extended lab time.**

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

**The course changes are to align with DQAB requirements for the Computer Science Major.**

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

**No, it is specific to the Bsc. CS program.**

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

**We have consulted with the Faculties of Professional Studies and Science, CIS department members, the Program Development Office, the Vice-Provost, and the Degree Quality Assurance Board (DQAB) regarding this course.**

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

**Acknowledgement of Stolo territories can be made during the course.**

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

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

- a. Credit value

**The credit change will not have significant budgetary implications.**

- b. Class size limit

- c. Frequency of offering

d. Resources required (labs, equipment)

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

**No Field Trips**

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

**Textbook(s) =\$200 + Tuition**



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2005  
**REVISED COURSE IMPLEMENTATION DATE:** September 2018  
**COURSE TO BE REVIEWED: (six years after UEC approval)** January 2024  
**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> COMP 325                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Malicious Software and Attack Prevention                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Software and Attack Prevention                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department (or program if no department):</b> Computer Information Systems                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><p>Students will learn about the vulnerabilities inherent in computer programs. Topics studied will include stack and buffer overflows, race conditions, file operations, string handling, interprocess communication, injection attacks. C and assembly language examples will be used.</p> <p>Note: Students with credit for CIS 325 cannot take this course for further credit.</p>                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | COMP 155 or CIS 221. Note: COMP 256 is recommended.                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>CIS 325</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                   |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: center;">45</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: center;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 45 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Maximum enrolment (for information only):</b> 35<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Once per year                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Daniel Harris                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b> September 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> Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b> October 13, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> January 26, 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

- Explain inherent vulnerabilities in modern software architecture
- Apply issues resulting in stack and buffer overflows
- Explain race conditions
- Describe file operation vulnerabilities
- Apply how string format and string handling vulnerabilities can be attacked
- Describe reasons for validating interprocess communication
- Describe injection attacks

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

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

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

Lectures and hands-on laboratory.

**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. | Erickson, Jon                                                | Hacking, The Art of Exploitation                                          | <input type="checkbox"/> | No Starch Press Inc. |      |
| 2. | Kaziol, Litchfield, Aitel,<br>Anley, Eren, Mehta,<br>Hassell | The Shellcoder's Handbook, Discovering and Exploiting<br>Security Holes   | <input type="checkbox"/> | Wiley Publishing     |      |
| 3. | Pfleeger and Pfleeger                                        | Security in Computing                                                     | <input type="checkbox"/> | Prentice Hall        |      |
| 4. | Holland and McGraw                                           | Exploiting Software, How to Break Code                                    | <input type="checkbox"/> | Addison-Wesley       |      |
| 5. | Vienna and McGraw                                            | Building Secure Software, How to Avoid Security Problems<br>the Right Way | <input type="checkbox"/> | Addison-Wesley       |      |

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

None

**Typical Evaluation Methods and Weighting**

|                |      |              |      |                   |      |            |    |
|----------------|------|--------------|------|-------------------|------|------------|----|
| Final exam:    | 35 % | Assignments: | 30 % | Midterm exam:     | 35 % | Practicum: | %  |
| Quizzes/tests: | %    | Lab work:    | %    | Field experience: | %    | Shop work: | %  |
| Other:         | %    | Other:       | %    | Other:            | %    | Total:     | 0% |

**Details (if necessary):**

**Typical Course Content and Topics**

- C and assembler review
- Inter-process communications
- Input validation
- Buffer overflow
- Format string attacks
- File handling
- Injection attacks
- Stack overflows
- Heap overflows
- String handling
- Integer overflows and underflows
- Secure storage and encryption
- Access control problems
- Race conditions
- Forensics
- Social Engineering
- Privacy

**Memo for New Course**

To: UEC

From: Gabriel Murray, Chair of the Bachelor of Science, Major in Computing Science Program Working Group

Date: 9/22/2017

**Subject: Proposal for new course COMP 440**

1. Rationale for new course:  
**This will be a capstone project course for the Bachelor of Science, Major in Computing Science, which has recently been approved by the province.**
2. How this new course fits into program(s):  
**It will be offered as part of the new Bachelor of Science, Major in Computing Science. Students completing a concentration in that program will need to take this course as a capstone project in the particular concentration area.**
3. Explain how the course learning outcomes align with the learning outcomes of the program(s):  
**The most relevant BSc. CS program outcome is probably "Apply knowledge of Computing Science tools, techniques, and concepts to new situations." This course is all about applying their accumulated CS knowledge to a significant project.**
4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?  
**No, it is specific to the Bsc. CS program.**
5. Which program areas have been consulted about the course?  
**We have consulted with the Faculties of Professional Studies and Science, CIS department members, the Program Development Office, the Vice-Provost, and the Degree Quality Assurance Board (DQAB) regarding this course.**
6. If a new discipline designation is required, explain why:  
**N/A**
7. What consideration has been given to indigenizing the curriculum?  
**The project topic or focus will be determined by a faculty advisor and the student, and there is a great deal of flexibility as long as it relates to the degree concentration area. The project could involve applying CS tools and algorithms to analysis of issues with relevance to indigenization, e.g. computational data analysis with socioeconomic data, to give just one example.**
8. If this course is not eligible for PLAR, explain why:  
**It is a capstone course that students will take as they near the completion of a BSc. CS degree with a concentration, and it is critical that students undertake this project with faculty supervision to ensure that they are adequately demonstrating skills they have learned on an appropriate project.**
9. Explain how each of the following will affect the budget for your area or any other area:
  - a. Credit value

- b. Class size limit
- c. Frequency of offering
- d. Resources required (labs, equipment)

**a. The course will be 3 credits, the same as our existing CIS 440 project course.**

**b. This will typically be offered not as a full lecture course but rather as a supervised self-directed project.**

**c. We anticipate this will be offered every semester once the new BSc. CS program is operating.**

**d. No new lab resources or equipment are needed.**

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

**No field trips are required.**

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

**Since this is a project course, there typically will not be a textbook. If the faculty advisor requires a book, e.g. on project management, the estimated cost is \$50. There are no other required materials for the students to purchase.**

**CWC comments and responses:**

- As this is a capstone course, would a higher number than 440 be a better fit?  
*We deem COMP 440 to be an appropriate designation, since this is a fourth-year project course, and our CIS program has a project course with a similar designation: CIS 440.*
- Is the text from 2011 still current?  
*The 2011 book is still relevant, and we list a newer option as well.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2018  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) January 2024  
 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> COMP 440                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                              |  |                        |  |                                            |  |                            |  |                                            |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Project in Computing Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |  |                        |  |                                            |  |                            |  |                                            |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |  |                        |  |                                            |  |                            |  |                                            |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            | <b>Department (or program if no department):</b> Computer Information Systems                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                              |  |                        |  |                                            |  |                            |  |                                            |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>Capstone course in which each student works with a faculty advisor to complete an advanced project demonstrating knowledge and skills obtained in the Computing Science major.                                                                                                                                                                                                                                                                                                                                                                                                                                       |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |  |                        |  |                                            |  |                            |  |                                            |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            | 15 credits of 300-level or higher COMP and instructor's permission.                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |  |                        |  |                                            |  |                            |  |                                            |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |  |                        |  |                                            |  |                            |  |                                            |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |  |                        |  |                                            |  |                            |  |                                            |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                               |            | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |  |                              |  |                        |  |                                            |  |                            |  |                                            |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 120</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td></td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>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: self-directed project</td><td style="text-align: center;">120</td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: center;"><b>120</b></td></tr> </table> |            | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | Seminars/tutorials/workshops |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: self-directed project | 120 | <b>Total</b> | <b>120</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |  |                        |  |                                            |  |                            |  |                                            |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |  |                        |  |                                            |  |                            |  |                                            |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |  |                        |  |                                            |  |                            |  |                                            |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |  |                        |  |                                            |  |                            |  |                                            |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |  |                        |  |                                            |  |                            |  |                                            |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours: self-directed project                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 120        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |  |                        |  |                                            |  |                            |  |                                            |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>120</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |  |                        |  |                                            |  |                            |  |                                            |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            | <b>Maximum enrolment (for information only):</b> 35<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> every semester                                                                                                                                                                                                                                                                                                                                               |  |                              |  |                        |  |                                            |  |                            |  |                                            |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Dan Harris                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            | <b>Date approved:</b> September 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, 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |  |                        |  |                                            |  |                            |  |                                            |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Tracy Ryder-Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            | <b>Date approved:</b> October 13, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                              |  |                        |  |                                            |  |                            |  |                                            |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            | <b>Date of meeting:</b> January 26, 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |  |                        |  |                                            |  |                            |  |                                            |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**COMP 440**
**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:

- Apply advanced knowledge learned in the Computing Science program to concrete problems.
- Manage a complex, months-long software project.
- Utilize project management tools and techniques effectively.
- Explain the purpose, process, and results of a complex project.
- Communicate effectively with a project supervisor on an ongoing basis.

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

☐ Yes      ☒ No, PLAR cannot be awarded for this course because it needs to be completed as a capstone with faculty supervision.

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

Self-directed project with faculty supervision.

**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. Murray, A               | The Complete Software Project Manager | <input checked="" type="checkbox"/> | Wiley     | 2016 |
| 2. Sims, C                 | The Elements of Scrum                 | <input checked="" type="checkbox"/> | Dymaxicon | 2011 |
| 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:    | %    | Assignments: | % | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | %    | Lab work:    | % | Field experience: | % | Shop work: | %    |
| Project:       | 100% | Other:       | % | Other:            | % | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

Topics will vary by student, but will correspond to Computing Science concentrations:

- Systems and Security
- Artificial Intelligence and Data Mining
- Programming Languages and Software

**Memo for Course Changes**

To: Amanda Grimson, Tracy Ryder Glass

From: CIS

Date: November 25, 2016

**Subject: Proposal for revision of CIS 496 Advanced Topics in Computer Applications**

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

- ☒ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☐ Calendar description
- ☒ Prerequisites and/or co-requisites
  - **Removed prerequisite text "Acceptance to CIS degree program and one of COMP 350, COMP 351, or COMP 360. (Students accepted to a CIS or Computing Science minor may register with permission of the department.) Other prerequisites determined by instructor and topic".**
  - **Added prerequisite text "At least 9 credits in COMP courses at the 300 level and above, and instructor permission".**
- ☐ Frequency of course offering
- ☐ Learning outcomes
- ☐ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change: **This change is the removal of a course conflict that is no longer applicable, and a modification of prerequisites to increase options for students.**

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

**The learning outcomes have not changed.**

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

**No.**

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

**CIS department members.**

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

**The course change does not impact indigenization.**

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

**The course is eligible for PLAR**

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

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

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

**The course does not require any field trips.**

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

**\$100 (textbook)**



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2000  
**REVISED COURSE IMPLEMENTATION DATE:** September 2018  
**COURSE TO BE REVIEWED: (six years after UEC approval)** January 2024  
**Course outline form version:** 04/25/14

## 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> CIS 496                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Course Full Title:</b> Advanced Topics in Computer Applications                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Adv. Topics in Computer Apps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department (or program if no department):</b> Computer Information Systems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Calendar Description:</b><br>This course examines up-to-date technologies and issues in computer information systems applications. Topics may include artificial intelligence, application programming, advanced web site design, e-commerce, object-oriented technology, user interface design, computer graphics, CASE tools, and others. Topics vary depending on semester and instructor.                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | Admission to the Bachelor of Computer Information Systems and (one of COMP 350, COMP 351, or COMP 360) or (9 credits of 300-level and above CIS or COMP). Note: Students accepted to a CIS or Computing Science minor may register with permission of the department.<br><br>Note: As of January 2019, prerequisites will change to: Admission to the Bachelor of Computer Information Systems and 9 credits of 300-level and above CIS or COMP. Note: Students accepted to a CIS or Computing Science minor may register with permission of the department. |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                  |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> .                     |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: center;">45</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: center;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 45 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Maximum enrolment (for information only):</b> 35<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> once per year                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Department / Program Head or Director:</b> Daniel Harris                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b> January 27, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> April 7, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of posting:</b> November 17, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Dean/Associate VP:</b> Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b> April 7, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> January 26, 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |

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

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

- apply in-depth knowledge of recent information system technologies to solve technological or business problems
- evaluate the effectiveness of an information system technology solution in a specific problem domain
- design solutions that integrate existing technology with the latest information technologies in a particular area

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

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

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

Lectures, hands-on experience where applicable.

**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)**

**For sample topic "Cryptographic Tokens: Applications in E-commerce"**

| Author (surname, initials) | Title (article, book, journal, etc.)                                                                | Current ed.                         | Publisher | Year |
|----------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------|-----------|------|
| 1. Mougayar, William       | The Business Blockchain: Promise, Practice, and Application of the Next Internet Technology         | <input checked="" type="checkbox"/> | Wiley     | 2016 |
| 2. Tapscott, Don           | Blockchain Revolution: How the Technology Behind Bitcoin is Changing Money, Business, and the World | <input checked="" type="checkbox"/> | Penguin   | 2016 |
| 3. Diedrich, Henning       | Ethereum: Blockchains, Digital Assets, Smart Contracts, Decentralized Autonomous Organizations      | <input checked="" type="checkbox"/> | Wildfire  | 2016 |
| 4.                         |                                                                                                     | <input type="checkbox"/>            |           |      |
| 5.                         |                                                                                                     | <input type="checkbox"/>            |           |      |

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

Determined by instructor and topic.

**Typical Evaluation Methods and Weighting**

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

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

**For sample topic "Cryptographic Tokens: Applications in E-commerce"**

Week 1: Introduction to course and overview of topic

Week 2: State of the art in E-commerce

Week 3: History of blockchain technologies

Week 4: Limitations, challenges, and recent innovations in the cryptographic token technology space

Week 5: Social token technologies

Week 6: Autonomous capital

Week 7: Economic and Regulatory issues.

Week 8: Distributed ledger and debt based crypto-currency

Week 9: Web 3.0 – next generation web applications

Week 10: Autonomous prediction markets

Week 11: Monetization and implications for business

Week 12: Future trends

**Memo for Program Changes**

To: CACC, Professional Studies Faculty Council, CAC, and UEC

From: Gabriel Murray (Computer Information Systems) and Greg Schlitt (Acting Dean, Faculty of Science)

Date:

**Subject: Program change, Bachelor of Science in Computing Science**

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

- ☐ Program revision that requires new resources
- ☒ Addition of new course options or deletion or substitution of a required course
  - COMP 340, COMP 370, and COMP 380 to become required courses and to be removed as courses counting toward completion of concentrations
  - COMP 390 to be removed as a required course and to be added as course counting toward completion of Systems & Security concentration
  - COMP 440 [new course] to be added as required course in all concentrations
- ☐ 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: Changes in curriculum for the three concentrations within the program, as noted above

2. Rationale for change(s):

The Bachelor of Science (Major in Computing Science) program was approved by the Minister of Advanced Education in September 2017. As part of the approval process, the program proposal was reviewed by the Degree Quality Assessment Board (DQAB); several recommendations for changes to the proposed program were made by the DQAB external reviewers. In its June 2017 response to the DQAB review, UFV expressed its intention to adopt those recommendations. These proposed changes address the DQAB external reviewers' recommendations.

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

Program outcomes are not affected.

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

The COMP 440 project course is on a topic chosen by the student and faculty advisor, and could potentially be related to computational social science, e.g. computational analysis of socioeconomic data. The COMP 420 "Computers and Society" course also deals with social issues as they relate to computing.

5. Will additional resources be required? If so, how will these costs be covered?  
No additional resources are required. We are currently hiring for two full-time faculty members focused on Computing Science, and it is planned that those members will teach some of the new upper-level required courses. Additional sections have been added to the CIS department budget to accommodate this implementation.
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?  
As the program has not yet been offered, no students will be affected by the changes.
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?  
The number of upper-level required course credits has increased. The three new required courses (COMP 340, 370, 380) have gone from being concentration options to required program courses. COMP 440 is the only entirely new course.
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.)  
Existing computing science courses will be used to support the program. An additional 13 sections have been added to the CIS department's budget to accommodate this implementation. The three new required upper-level courses are already regularly offered as electives within the existing CIS program. Once the BSc. Major in CS is fully operational, we plan to run those courses more frequently: twice a year for each required course.
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 courses from other disciplines are involved in the change.
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.  
The dean's memo is attached.

**CWC comments and responses:**

- As COMP 370 and 380 are being added to the requirements, should the requirement of two additional 300-400 level COMP courses be removed?

*While the two upper-level COMP courses remain, we have tried to add some flexibility by removing the COMP 390 and CIS 190 pre-requisites.*

- When a concentration is added to the major, it appears that 48-54 upper-level credits are required. Is this correct? This exceeds the BSc requirement of 44 upper-level credits.

*It will not require that many credits to complete a concentration, because students can complete most of the concentration requirements within the "4 courses from the 3 concentration areas" and the "2 Additional courses, 300-400 COMP" requirements for the general program. So a typical student wanting a concentration may need an extra concentration course plus the COMP 440 project, bring them to 43-45 credits.*

- The paragraph at the beginning of the concentrations section may need to be clarified. It states that in addition to the requirements above (which include at least one course from each concentration area), students must complete three courses in the concentration area below. Is the intention that students completing a concentration take a total of four courses in that area, or a total of three?

*They need three courses within the concentration, plus a COMP 440 project on that topic. But they will already get at least one of the three courses from the general program breadth requirement.*



**Office of Dean, Tracy Ryder Glass**  
**Faculty of Professional Studies**  
**Phone: 604-851-6341**  
**Email: [tracy.ryderglass@ufv.ca](mailto:tracy.ryderglass@ufv.ca)**

## **Memo**

**To: Senate Budget Committee**

**From: Tracy Ryder Glass, Dean – Faculty of Professional Studies**  
**Greg Schlitt, Acting Dean – Faculty of Science**

**Re: Bachelor of Science in Computing Science**  
**(in response to questions 6 and 7)**

**Date: October 3, 2017**

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The Bachelor of Science (Major in Computing Science) was approved by the Minister of Advanced Education on August 25, 2017. As part of the approval process, the program proposal was reviewed by the Degree Quality Assessment Board (DQAB).

The DQAB external reviewers made several recommendations for changes to the proposed program including the following:

- \* COMP 340, COMP 370, and COMP 380 to become required courses and to be removed as courses counting toward completion of concentrations;
- \* COMP 390 to be removed as a required course and to be added as course counting toward completion of Systems & Security concentration; and
- \* COMP 440 [new course] to be added as required course in all concentrations.

In its June 2017 response to the DQAB review, UFV expressed its intention to adopt these recommendations. These proposed changes address the DQAB external reviewers' recommendations.

There are no budgetary implications for elective courses from other disciplines in this program.

There are no budgetary implications for the Faculty of Science.

Budgetary implications of the proposed changes including an increase in credits and the resulting increase in revenue have been considered and are addressed in the Department of Computer Information Systems, and the Faculty of Professional Studies budgets.

**Bachelor of Science, Major in Computing Science**

**Calendar Copy**

**1. Faculty and department of program**

Faculty of Science, Computer Information Systems Department

**2. Website** *(department, or program-specific if applicable)*

<http://www.ufv.ca/cis/>

**3. Program title/credential**

Major in Computing Science

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

Bachelor of Science

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

n/a [none of the majors in the BSc have program introduction]

**6. Entrance requirements**

Please refer to the [Bachelor of Science](#) section of the UFV Academic Calendar for information on entrance requirements for the Bachelor of Science.

**7. Fees and additional costs** *(a link to the general fees section of the calendar will be included; specify additional costs such as materials, fieldtrips, studio supplies, textbook costs, uniforms, software, etc.)*

N/A

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

In addition to the general requirements for the UFV Bachelor of Science, the Major in Computing Science requires students to complete a minimum of 43 credits from lower-level requirements and a minimum of ~~36~~9 credits from upper-level requirements.

Students taking the Major in Computing Science will be able to complete this credential over eight semesters of full-time studies, which normally takes 4 years.

**9. Location** *(if applicable)*

The required courses for this program will be offered predominantly on the Abbotsford campus. Some of the required 100-level courses are also regularly scheduled at the Chilliwack Education Park campus whereas others are offered annually as online courses.

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

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

[to be added to the Bachelor of Science page: [http://www.ufv.ca/calendar/fall-2015/ProgramsR-Z/SCI\\_BSc.htm#General\\_BSc\\_requirements](http://www.ufv.ca/calendar/fall-2015/ProgramsR-Z/SCI_BSc.htm#General_BSc_requirements), under "Specific major and minor declaration requirements"]

Computing Science minor declaration requirements:

- Any two COMP courses

Computing Science major declaration requirements:

- COMP 125
- COMP 150 with a minimum grade of C+
- Math 111 with a minimum grade of C
- Math 125

**Lower-Level Requirements (43 credits)**

(Lower-level requirements meet requirements for CS minor degree)

| Course Number   | Course Title                                                             | Credits |
|-----------------|--------------------------------------------------------------------------|---------|
| COMP 125        | Principles of Computing                                                  | 3       |
| COMP 150 or 152 | Introduction to Programming or<br>Introduction to Structured Programming | 4       |
| COMP 155        | Object-oriented Programming                                              | 4       |
| COMP 230        | Databases and Database Management Systems                                | 3       |
| COMP 251        | Data Structures and Algorithms                                           | 4       |
| COMP 256        | Introduction to Machine Architecture                                     | 3       |
| MATH 111        | Calculus I                                                               | 4       |
| MATH 112        | Calculus II                                                              | 4       |
| MATH 125        | Introduction to Discrete Mathematics                                     | 4       |
| MATH 221        | Linear Algebra                                                           | 3       |
| MATH 225        | Topics in Discrete Mathematics                                           | 3       |
| STAT/MATH 270   | Introduction to Probability and Statistics                               | 4       |

**Upper-Level Requirements (360-382 credits)**

| Course Number                                     | Course Title                                                            | Credits      |
|---------------------------------------------------|-------------------------------------------------------------------------|--------------|
| COMP 359<br>Or<br>MATH 343                        | Design and Analysis of Algorithms<br>Or<br>Applied Discrete Mathematics | 3            |
| COMP 382                                          | Languages, Computation and Machines                                     | 3            |
| COMP <del>340</del> <del>90</del>                 | <del>Operating Systems</del> <del>Data Communications</del>             | 3            |
| <del>COMP 370</del>                               | <del>Software Engineering</del>                                         | <del>3</del> |
| <del>COMP 380</del>                               | <del>Introduction to Artificial Intelligence</del>                      | <del>3</del> |
| COMP 420                                          | Computers and Society                                                   | 3            |
| 4 courses from the 3<br>Concentration Areas below | At least one from each of Areas I, II, III                              | 12           |
| 2 Additional Courses, COMP<br>300-400 Level*      | Any 300-400 Level Courses                                               | 6-8          |

\*Note: This requirement will be waived for students who also complete a Mathematics major or Physics major.

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

Students may complete one or more concentrations as part of their Computing Science major. To complete a concentration, a student must satisfy the major requirements listed above as well as complete three courses in the concentration area (below) and a ~~COMPIS~~ 440 Project on that topic.

| Concentration Area I  | Systems and Security                             |
|-----------------------|--------------------------------------------------|
| CIS 321               | Networking Security Architecture                 |
| <del>COMPIS</del> 325 | Malicious Software and Attack Prevention         |
| COMP <del>39040</del> | <del>Data Communications</del> Operating Systems |
| COMP 490              | Network Security and Cryptography                |
| CIS 497               | Advanced Topics in Network Security              |

| Concentration Area II | Artificial Intelligence and Data Mining            |
|-----------------------|----------------------------------------------------|
| COMP 331              | Data Quality                                       |
| COMP 361              | Introduction to Robotics and Embedded Systems      |
| <del>COMP 380</del>   | <del>Introduction to Artificial Intelligence</del> |
| COMP 381              | Machine Learning                                   |
| COMP 430              | Advanced Database Topics                           |
| COMP 431              | Data Mining                                        |
| CIS 480               | Decision Support Systems                           |

| Concentration Area III | Programming Languages and Software          |
|------------------------|---------------------------------------------|
| COMP 351               | Advanced Website Programming                |
| <del>COMP 370</del>    | <del>Software Engineering</del>             |
| COMP 371               | Object Oriented Modeling and Design         |
| COMP 455               | Extreme Computing (Distributed Programming) |
| COMP 481               | Functional and Logic Programming            |

**Memo for Course Revision and Revival of Discontinued Course—ENGL 201**

To: Alisa Webb, Associate Dean of Arts

From: Melissa Walter

Date: October 23, 2017

**Subject: Proposal for Revision of Discontinued Course: ENGL 201 British Literature to 1700**

1. Rationale for revision course:

This course is the first part of our British literature survey, which gives an introduction to British literature from its beginnings to the early 20<sup>th</sup> century. Our students will benefit from a survey of British Literature (ENGL 201, ENGL 202) that provides a more complete introduction to periods, canonical authors, and critiques of the canon, and provides a more effective gateway to upper level courses. The previous system provides more depth in selected areas, but does not provide a continuous narrative. Deeper consideration of each historical area can be provided at the 300 level, and some of the material that is dropped can appear in shell courses.

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

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

**This course will be required for the program. Along with ENGL 202, it replaces an early British Literature requirement that was already in place in our program. That requirement required students to select two courses from a range of courses (ENGL 204, 205, 206, 207).**

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

Learning outcomes for 201 and 202 are aligned in the following ways with program learning outcomes:

- Explain the interrelation of literary movements of the periods; and
- Identify different genres and their development; and
- Explain the literary and historical contexts
  - Are aligned with the program outcome of “gain broad knowledge of the history of literary forms in English, including major genres, periods, movements and authors”
- Analyze texts using appropriate scholarly conventions and research methods, including MLA and OED;
  - Is aligned with the program outcome of “Become adept at research and the handling of secondary sources” and “Identify and practice the conventions and research methods of literary studies, and write in diverse genres for multiple audiences”
- Demonstrate familiarity with at least three different theoretical approaches to the texts

- o Is aligned with the program outcome of “learn different methods of literary criticism, including modes of formal, historical, and theoretical analysis”
  - Participate appropriately in class through informal discussions and/or formal presentations
    - o Is aligned with the program outcome of “Lead class discussions, collaborate with peers, and participate in class formally and informally.”
4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?  
No.
  5. Which program areas have been consulted about the course?  
The English Department as a whole agrees on these changes
  6. If a new discipline designation is required, explain why:
  7. What consideration has been given to indigenizing the curriculum?  
The example course outlines for ENGL 201 and 202 include literature that provokes examination of colonialism, and the historical contexts mentioned in the learning outcomes include British colonialism and resistance. A commitment to trace a narrative of literary history allows for critical interrogation of the canon.
  8. If this course is not eligible for PLAR, explain why:
  9. Explain how each of the following will affect the budget for your area or any other area:
    - a. Credit value N/A
    - b. Class size limit N/A
    - c. Frequency of offering N/A-- The course will be offered in substitution for the former courses fulfilling the earlier British Literature requirement..
    - d. Resources required (labs, equipment) N/A
  10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? N/A
  11. Estimate of the typical costs for this course, including textbooks and other materials: N/A

**CWC comments and responses:**

- Can more explanation be provided for this approach (reactivating ENGL 201 and 202, and discontinuing ENGL 204, 205, 206, and 207)?

*RESPONSE: The approach is intended to provide a more coherent narrative of the history of British literature at the second year, as an introduction to early British literature at the third year and to give a sense of how literature and culture have intertwined in history of British literature. The old division (ENGL 204, 205, 206, 207) is not as appropriate to this purpose, yet the purpose remains important. A survey of English departments in North American reveals that the two-course British Literature survey is widely adopted as a “plank” in the curriculum.*

- Will the revised ENGL 201 and 202 really be equivalent to the older versions?

*RESPONSE: A short answer is yes. The courses are somewhat different from the old 201 and 202, but the differences are of the type that are typical when a course is revised.*

- ENGL 204-207 do not currently include any equivalency with the previously-offered ENGL 201 or 202. Is it correct that, for example, a student with credit for either ENGL 204 or ENGL 205 (or an older ENGL 201) should not be able to take the revised ENGL 201 for further credit?

*RESPONSE: Again, the short answer is yes. It would not be to the student’s benefit to take ENGL 201 for further credit. Even though the department believes that the partial surveys (ENGL 204, 205, 206, 207) are not as effective or appropriate in giving an overview of this material as a more complete survey will be, the purpose of ENGL 204 was to provide some sense of the early history of British literature, and so taking 201 for further credit doesn’t make good sense.*

- The learning outcomes for both courses are identical, and are too generic. Suggest revising to at least refer to the relevant time periods.

*RESPONSE: The two halves of the survey work together and so we believe it is appropriate for them to have consistent learning outcomes. “The periods covered” are different, as shown in the titles of these two courses, so we thought it was simpler and more elegant to just state “the periods covered” rather than specifying dates. That said, in response to the suggestion we have revised to clarify the dates in the learning outcomes.*



ORIGINAL COURSE IMPLEMENTATION DATE: June 1997  
 REVISED COURSE IMPLEMENTATION DATE: September 2018  
 COURSE TO BE REVIEWED: (six years after UEC approval) January 2024  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 201                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Course Full Title:</b> British Literature: 700-1700                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department (or program if no department):</b> ENGL                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Calendar Description:</b><br>A survey of major works and trends in British literature to 1700. Students will study major authors and literary movements and gain a broad understanding of different genres in their historical contexts.<br><br>Note: Students with credit for ENGL 204 or ENGL 205 cannot take this course for further credit.                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | Any two 100-level English courses numbered ENGL 105 or higher.                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <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): <b>ENGL 204, ENGL 205</b><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                       |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>Transfer credit requested (OReg to submit to BCCAT):<br><input 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>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"> <tr><td>Lecture hours</td><td>30</td></tr> <tr><td>Seminars/tutorials/workshops</td><td>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><b>Total</b></td><td><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><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> annually                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Department / Program Head or Director:</b> Melissa Walter                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> October 27, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> November 3, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of posting:</b> December 8, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b> October 27, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> January 26, 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |

ENGL 201

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## Learning Outcomes

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

1. Explain the interrelation of literary movements, 700 to 1700;
2. Identify different genres and their development;
3. Analyze texts using appropriate scholarly conventions and research methods, including MLA and OED;
4. Explain the literary and historical contexts of early British literature;
5. Demonstrate familiarity with at least three different theoretical approaches to the texts.
6. Participate appropriately in class through informal discussions and/or formal presentations.

## Prior Learning Assessment and Recognition (PLAR)

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

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

Lecture, seminar, class discussion.

**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. Greenblatt, S. et al.   | Norton Anthology of English Literature: Vol 1 | <input checked="" type="checkbox"/> | W. W. Norton | 2012 |
| 2.                         |                                               | <input type="checkbox"/>            |              |      |
| 3.                         |                                               | <input type="checkbox"/>            |              |      |
| 4.                         |                                               | <input type="checkbox"/>            |              |      |
| 5.                         |                                               | <input type="checkbox"/>            |              |      |

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

May include anthologies such as *The Norton Anthology of English Literature* or *The Longman Anthology of British Literature*, single texts such as *The Rover* by Aphra Behn, and coursepacks offering supplementary readings.

## Typical Evaluation Methods and Weighting

|                |     |              |      |                   |      |            |      |
|----------------|-----|--------------|------|-------------------|------|------------|------|
| Final exam:    | 25% | Assignments: | 50 % | Midterm exam:     | 25 % | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %    | Field experience: | %    | Shop work: | %    |
| Other:         | %   | Other:       | %    | Other:            | %    | Total:     | 100% |

**Details (if necessary):**

## Typical Course Content and Topics

Week 1: *The Wanderer*, *The Wife's Lament*, *Judith*  
 Week 2: *Beowulf*  
 Week 3: *Beowulf*, Marie de France: *Lais*  
 Week 4: *Sir Gawain and the Green Knight*  
 Week 5: Chaucer: "The Shipman's Tale"; *The Book of Margery Kempe*  
 Week 6: Langland: *Piers Plowman*, *The Travels of John Mandeville*  
 Week 7: Middle English Religious Lyrics, *Everyman*, Midterm Exam  
 Week 8: Marlowe: *Dr. Faustus*  
 Week 9: Spenser: *The Fairy Queen* (From Book 1)  
 Week 10: Faith in Conflict, Women in Power, Elizabeth 1: "Speech to the Troops at Tilbury," Shakespeare, *Twelfth Night*  
 Week 11: Petrarch, Wyatt, Surrey, Stampa, Lanyer, Wroth; Donne, Herbert, Marvell, Dryden  
 Week 12: Milton (From *Paradise Lost*)  
 Week 13: Behn: *Oronooko*; Bunyan (From *Pilgrim's Progress*)

**Memo for Course Revival and Revision—ENGL 202**

To: Alisa Webb, Associate Dean of Arts

From: Melissa Walter

Date: October 23, 2017

**Subject: Proposal for Course Revival and Revision: ENGL 202: British Literature 1700 to 1930**

1. Rationale for revised course:

This course is the second part of our British literature survey, which gives an introduction to British literature from its beginnings to the early 20<sup>th</sup> century. Our students will benefit from a survey of British Literature (ENGL 201, ENGL 202) that provides a more complete introduction to periods, canonical authors, and critiques of the canon, and provides a more effective gateway to upper level courses. The previous system provides more depth in selected areas, but does not provide a continuous narrative. Deeper consideration of each historical area can be provided at the 300 level, and some of the material that is dropped can appear in shell courses.

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

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

**This course will be required for the program. Along with ENGL 201, it replaces an early British Literature requirement that was already in place in our program. That requirement required students to select two courses from a range of courses (ENGL 204, 205, 206, 207). ENGL 204, 205, 206, and 207 are being retired from our books.**

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

Learning outcomes for 201 and 202 are aligned in the following ways with program learning outcomes:

- Explain the interrelation of literary movements of the periods; and
- Identify different genres and their development; and
- Explain the literary and historical contexts
  - Are aligned with the program outcome of “gain broad knowledge of the history of literary forms in English, including major genres, periods, movements and authors”
- Analyze texts using appropriate scholarly conventions and research methods, including MLA and OED;
  - Is aligned with the program outcome of “Become adept at research and the handling of secondary sources” and “Identify and practice the conventions and research methods of literary studies, and write in diverse genres for multiple audiences”
- Demonstrate familiarity with at least three different theoretical approaches to the texts

- o Is aligned with the program outcome of “learn different methods of literary criticism, including modes of formal, historical, and theoretical analysis”
  - Participate appropriately in class through informal discussions and/or formal presentations
    - o Is aligned with the program outcome of “Lead class discussions, collaborate with peers, and participate in class formally and informally.”
4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?
- No.
5. Which program areas have been consulted about the course?
- The English Department as a whole agrees on these changes
6. If a new discipline designation is required, explain why:
7. What consideration has been given to indigenizing the curriculum?
- The example course outlines for ENGL 201 and 202 include literature that provokes examination of colonialism, and the historical contexts mentioned in the learning outcomes include British colonialism and resistance. A commitment to trace a narrative of literary history allows for critical interrogation of the canon.
8. If this course is not eligible for PLAR, explain why:
9. Explain how each of the following will affect the budget for your area or any other area:
- a. Credit value N/A
  - b. Class size limit N/A
  - c. Frequency of offering: The course will be offered in substitution for the former courses fulfilling the earlier British Literature requirement.
  - d. Resources required (labs, equipment) N/A
10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? N/A
11. Estimate of the typical costs for this course, including textbooks and other materials: N/A

**CWC comments and responses:**

See ENGL 201 memo.



ORIGINAL COURSE IMPLEMENTATION DATE: June 1997  
 REVISED COURSE IMPLEMENTATION DATE: September 2018  
 COURSE TO BE REVIEWED: (six years after UEC approval) January 2024  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 202                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> British Literature: 1700-1930                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br><br>A survey of major trends in British literature from 1700 to 1930. Students will study major authors and literary movements and gain a broad understanding of different genres in their historical contexts, especially those of colonization, industrialization, gender relations, and modernity.<br><br>Note: Students with credit for ENGL 206 or ENGL 207 cannot take this course for further credit.                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | Any two 100-level English courses numbered ENGL 105 or higher.                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <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): <b>ENGL 206, ENGL 207</b><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input 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> annually                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> Melissa Walter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> October 27, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> November 3, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of posting:</b> December 8, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> October 27, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> January 26, 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

**Learning Outcomes**

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

1. Explain the interrelation of literary movements, 1700-1930;
2. Identify different genres and their development;
3. Analyze texts using appropriate scholarly conventions and research methods, including MLA and OED;
4. Explain the literary and historical contexts of texts;
5. Demonstrate familiarity with at least three different theoretical approaches to the texts.
6. Participate appropriately in class through informal discussions and/or formal presentations.

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

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

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

Lecture, seminar, class discussion.

**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. Greenblatt, S., ed.     | The Norton Anthology of English Literature | <input checked="" type="checkbox"/> | W. W. Norton | 2012 |
| 2. Austen, J.              | Mansfield Park                             | <input type="checkbox"/>            | any          |      |
| 3. Eliot, G.               | Silas Marner                               | <input type="checkbox"/>            | any          |      |
| 4. Woolf, V.               | Mrs. Dalloway                              | <input type="checkbox"/>            | any          |      |
| 5. Conrad, J.              | Heart of Darkness                          | <input type="checkbox"/>            | any          |      |

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

May include anthologies such as *The Norton Anthology of English Literature* (vol. 2) or *The Longman Anthology of British Literature* (Vol. 2), novels and plays by the major writers of the periods, and coursepacks offering supplementary readings.

**Typical Evaluation Methods and Weighting**

|                |      |              |      |                   |      |            |      |
|----------------|------|--------------|------|-------------------|------|------------|------|
| Final exam:    | 30 % | Assignments: | 50 % | Midterm exam:     | 20 % | Practicum: | %    |
| Quizzes/tests: | %    | Lab work:    | %    | Field experience: | %    | Shop work: | %    |
| Other:         | %    | Other:       | %    | Other:            | %    | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

Module 1: The Eighteenth Century and the Romantics (4 weeks)

- Jonathan Swift, *Gulliver's Travels*, books 1 and 2
- Alexander Pope, "An Essay on Man"
- Samuel Johnson, selected essays
- William Blake, Selected poems
- Samuel Taylor Coleridge, selected poems
- William Wordsworth, selected poems

Module 2: The Nineteenth Century (6 weeks)

- Jane Austen, *Mansfield Park*
- Christina Rosset, "Goblin Market"
- George Eliot, *Silas Marner*
- Rudyard Kipling, "The Man Who Would Be King"
- Thomas Hardy, selected poems
- Joseph Conrad, *Heart of Darkness*

Module 3: The Twentieth Century to 1930 (3 weeks)

- Poetry of the Great War: Rupert Brooks, Wilfred Owen
- William Butler Yeats, selected poems
- Virginia Woolf, *Mrs. Dalloway*

**Memo for Course Changes**

To: Alisa Webb

From: Melissa Walter

Date: Oct 25, 2017

**Subject: Proposal for Discontinuation of ENGL 109, 115, 120, 130, 150, 204, 205, 206, 207, 216**

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

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

2. Rationale for change:

3. We are simplifying our first year course offerings to include only ENGL 104, creative writing, ENGL 105, Academic Writing, ENGL 108, Introduction to Literature, and ENGL 170, Literature in Context. We are providing two main entrypoints into the literature program: ENGL 108, Introduction to Literature, which explicitly deals with three main genres of literature (fiction poetry and drama), and ENGL 170, which explicitly foregrounds a particular context.
4. English 109 made sense when it was required for the TESL program. As it is no longer required for that program, there is little demand for this course.
5. ENGL 115 has not been run recently and is too specialized for the first year level.
6. English 120 focused on one genre (fiction) and leaves out other genres, without providing the context-specific advantages of ENGL 170. It does not provide the introduction to the discipline that we are looking to offer at the first year level.
7. English 130 focused on one genre (drama) and leaves out other genres, without providing the context-specific advantages of ENGL 170. It does not provide the introduction to the discipline that we are looking to offer at the first year level. We have consulted with the Theatre department with dropping this course from our program and have been assured that this will not impact their program negatively.
8. English 150 focused on one genre (drama) and leaves out other genres, without providing the context-specific advantages of ENGL 170. It does not provide the introduction to the discipline that we are looking to offer at the first year level.

9. English 204 is part of the previous British Literature requirement and is a survey of British medieval literature. We are not able to offer this level of detail in each period of British literature at the second year, while also providing a more complete overview. We are choosing at this point to provide an overview of earlier British literature rather than the partial surveys that have been in place.
10. English 205 is part of the previous British Literature requirement and is a survey of British Renaissance literature. We are not able to offer this level of detail in each period of British literature at the second year, while also providing a more complete overview. We are choosing at this point to provide an overview of earlier British literature rather than the partial surveys that have been in place.
11. English 206 is part of the previous British Literature requirement and is a survey of British eighteenth Century and Romantic literature. We are not able to offer this level of detail in each period of British literature at the second year, while also providing a more complete overview. We are choosing at this point to provide an overview of earlier British literature rather than the partial surveys that have been in place.
12. English 207 is part of the previous British Literature requirement and is a survey of British literature, 1830-1930. We are not able to offer this level of detail in each period of British literature at the second year, while also providing a more complete overview. We are choosing at this point to provide an overview of earlier British literature rather than the partial surveys that have been in place.
13. English 216, Introduction to Shakespeare, does not fit with our streamlining goals.
14. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): N/A
15. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No
16. Which program areas have been consulted about the change(s)?  
Social Work, Teacher Education, and Criminology were consulted on these changes.  
As part of CWC, additional relevant program and department heads were also directly contacted; no concerns have been raised.
17. What consideration has been given to indigenizing the curriculum?  
English 108 and 170 both allow for the inclusion of works written by Indigenous writers and of critical perspectives informed by Indigenous or post-colonial scholarship. With the reduction of the number of 100-level courses, we make more space for these two courses, including the iteration of ENGL 170 which is Literature in Context: Contemporary Indigenous Issues.
18. If this course is not eligible for PLAR, explain why:
19. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value

- b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
20. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?
21. Estimate of the typical costs for this course, including textbooks and other materials:

**Memo for Program Changes—Program Requirements**

To: Alisa Webb

From: Melissa Walter

Date: October 25 2017

**Subject: Changes to Required Courses****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:

a) ENGL 200. This course, currently on the books and being taught regularly, will now be required for the ENGL program.

b) Canadian Literature requirement: One course from ENGL 240 (Introduction to Canadian Literature), ENGL 354 (Canadian Poetry and Prose, Beginnings to 1920), ENGL 356 (Modern Canadian Prose), ENGL 358 (Modern Canadian Poetry), ENGL 360 (Topics in Canadian Literature), ENGL 361 (Canadian Drama); ENGL 362 (Literature of British Columbia).

c) Global Literature requirement: One course from ENG 228 (Topics in Indigenous Literatures); ENGL 245 (Introduction to South Asian Literature); ENGL 367 (Culture and Theory of Diaspora); ENGL 367 (Studies in World Literature); ENGL 380 (Topics in South Asia Literature); ENGL 384 (Topics in South Asian Diaspora Literature).

d) ENGL 201 (British Literature to 1700) and ENGL 202 (British Literature 1700 to 1930) will now be required. Students will no longer select two courses from the range of ENGL 204, 205, 206, 207 (and these latter courses will be discontinued).

**2. Rationale for change(s):**

a) ENGL 200. This course focuses on writing for the major and introduces theoretical perspectives in a 200-level-friendly way. It has the potential to be an exciting meeting place and shared experience for our majors.

b & c) Global and Canadian Literature Requirements: In our self-study document for the department review, the lowest response regarding our program learning outcomes was to the outcome of “Appreciating cultural differences, including culture of Indigenous peoples.” There is room for improvement in this area. Including a Canadian literature requirement with Indigenous content, as well as a Global literature requirement, will help to address this.

d) British Literature Survey: These courses provide a survey of earlier British Literature and replace a requirement that allowed selection from a range of early British Literature courses. The courses will provide a more comprehensive overview of earlier British Literature, while allowing for attention to canon formation and critiques of the canon. More in-depth coverage of specific areas of earlier British Literature can occur at the upper levels.

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

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

The Canadian and Global literature requirements centralize courses which explicitly feature literature written by Indigenous writers in Canada and around the world. The commitment to offer a more comprehensive survey of British literature allows for interrogation of the canon. As we are cutting five first year courses from our books, English 170, Literature in Context, which remains on our books, will now feature more largely in our first year offering. One iteration of ENGL 170 is Contemporary Indigenous Issues.

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

No.

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

We hope that enrolment will stay the same or increase due to the increased clarity of the program. We expect that students will gain a better understanding of the historical and global depth and breadth of literature in English.

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

Yes, the number of required credits changes, but we have been advised that this will not affect the total number of courses to be offered within the discipline.

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.)

ENGL 109, 115, 120, 130, 150, 204, 205, 206, 207, and 216 will be discontinued.

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.

**CWC comments and responses:**

- Is it necessary for some of the major concentrations to have 21 lower-level credits, when others only have 18? Could the English major, English Literature and the English Literature, Writing and Rhetoric concentration be reduced by three credits?  
*RESPONSE: Yes, it is necessary. We need 21 credits in some concentrations due to the specification of ENGL 105 in each concentration; this specification has a different effect in each concentration.*
- As many courses are being discontinued, "ENGL 108 or higher" now only includes two courses, ENGL 108 and ENGL 170. Perhaps "Three additional credits from ENGL 108 or higher" could be revised to "ENGL 108 or ENGL 170"? Otherwise, a note should be added that courses can only be used to satisfy one of the listed requirements.  
*RESPONSE: The more generic language was suggested by the Associate Dean of Arts because it works better for articulation.*
- Has the department considered adding breadth requirements to the English Honours, similar to those being added to the English major, English Literature?  
*RESPONSE: The breadth requirements are intended to apply to Honours as well. They have now been added to the revised calendar copy.*
- Paragraph following the new breadth requirements: suggest changing "...we recommend at least one senior course from as many of the following categories as possible: Chaucer..." to "we recommend at least one senior course from as many different categories as possible. Course offerings at UFV include Chaucer..." (or similar).  
*RESPONSE: The language does not seem to be in immediate need of revision to us. The language is intended to refer to topics, not specific UFV courses.*
- Should changes also be made to the English Honours, Creative Writing?  
*RESPONSE: We are in the process of reviewing our Creative Writing program in consultation with the BFA. We are not ready to make changes to English Honours, Creative Writing at this moment.*

## English major, English Literature

This section specifies the major discipline requirements only. Please refer to the [Bachelor of Arts](#) section for information on additional requirements, including the requirements for [declaring](#) a major. 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.

Lower-level requirements: [21 credits](#)~~18-24 credits~~

- [ENGL 105](#)
- ~~or ARTS 100~~
- Three [additional](#) credits from ENGL ~~104, 108, 109, 115, 120, 130, 150, or 170~~[or higher](#)
- [ENGL 200](#)
- [ENGL](#) ~~Six credits from ENGL 201 and ENGL 202~~
- ~~200-207~~
- Six ~~credits from ENGL 208-294~~[additional credits 200-level ENGL](#)

Upper-level requirements: 32 credits

- Eight credits from ENGL 301, 304, 306, 308, 309, 310, 312, 316, 318, or 319
- Eight credits from ENGL 321-363, 368, or 369
- [16 credits from ENGL 301-490](#)

### Breadth Requirements:

- [Within the 53 credits required for the major, students must complete the following:](#)
  - o [Canadian Literature requirement: one of ENGL 240, 354, 356, 358, 360, or 362](#)
  - o [Global Literature requirement: one of ENGL 228, 245, 367, 369, 380, or 384](#)

Students completing the upper-level credits in this program will have both depth and breadth in their study of English literature. For students considering graduate work in English, we recommend at least one senior course from as many of the following categories as possible: Chaucer or Medieval Studies; Tudor Poetry and Prose, Shakespeare, or Elizabethan and Jacobean Drama; Seventeenth or Eighteenth Century; Romantics, Victorian Novel, or Victorian Poetry; Modern British Literature or

Modernism; Canadian Literature; American Literature; [Indigenous Literatures; Global and Diasporic Literatures](#); Literary Theory, History of Criticism, or Advanced Composition.

## English major, Creative Writing concentration

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

### Lower-level requirements: 18–24 credits

- ENGL 105 ~~or ARTS 100~~
- ~~Three credits from ENGL 104~~ [or higher, 108, 115, 120, 130, 150, or 170](#)
- Six credits from ENGL ~~200-207~~ [200-202](#), 240, 280, or 294
- Six credits from ENGL 208, 211, 212, 213, or 215

### Upper-level requirements: 32 credits

- Eight credits from ENGL 301, 304, 306, 312, or 316
- 12 credits from ENGL 302, 303, 311, 313, 315, 317, 373, 377, 378, 381, or 405 (see Note 2)
- Four credits from ENGL 356, 360, or 361
- Four credits from ENGL 301-403 excluding courses designated as creative writing courses (see Note 1)
- Four credits from ENGL 405 or 490 (see Notes 2 and 3)

Note 1: The following upper-level courses are designated as creative writing courses: ENGL 302, 303, 311, 313, 315, 317, 373, 377, 378, 381, and 405.

Note 2: ENGL 405 can only be used to fulfill one requirement.

Note 3: ENGL 490 must be focused on a creative writing project.

## English major, Drama concentration

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

### Lower-level requirements: 18 ~~24~~ credits

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

### Upper-level requirements: 32 credits

- Eight credits from ENGL 301, 304, 306, 308, 309, 316, 318, or 319
- 12 credits from ENGL 310, 312, 361, 365, 368; THEA 301, 305, 306, 307, 360, or 401 (see Note)
- 12 credits from ENGL 301-490

Note: ENGL 365 and THEA 301 are cross-listed courses; only one may be taken for credit.

## English major, Writing and Rhetoric concentration

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

### Lower-level requirements: ~~21~~ 18 credits

- ENGL 105 ~~or ARTS 100~~
- ~~Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, or 170~~ or higher
- ~~ENGL 200~~
- Six credits from ENGL 20~~10~~18-294

- Six credits from ENGL 209, 210, or 214

### Upper-level requirements: 32 credits

- Eight credits from ENGL 301, 304, 306, 308, 309, 310, 312, 316, 318, or 319
- 16 credits from ENGL 370, 374, 375, 376, 379, or 386
- Eight credits from ENGL 301-490

## English Honours

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

Note: Entry is restricted to students with a GPA of 3.5 or better, calculated on a minimum of 60 credits of coursework applicable to the BA. The program is recommended for students who intend to pursue studies at the MA or PhD level. Students must [apply online directly to the department](#).

### Lower-level requirements: ~~2118~~ ~~21~~ credits

- ENGL 105 ~~or ARTS 100~~
- ~~Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, 170 or higher~~
- ~~ENGL 200~~
- ~~ENGL 201 and ENGL 202~~
- ~~Six credits from ENGL 200-207~~
- Six credits from ENGL 208-294

### Upper-level requirements: 44 credits

- Eight credits from ENGL 301, 304, 306, 308, 309, 310, 312, 316, 318, 319
- Eight credits from ENGL 321-363, 368, 369, 490
- 12 credits from ENGL 301-363, 380-382, 384, 403
- Four credits from ENGL 364, 366, 401D
- Four credits from ENGL 370, 375, 376
- ENGL 491
- ENGL 492

### Breadth Requirements:

- Within the 65 credits required for the Honours, students must complete the following:
  - o Canadian Literature requirement: one of ENGL 240, 354, 356, 358, 360, or 362
  - o Global Literature requirement: one of ENGL 228, 245, 367, 369, 380, or 384

## English extended minor

This section specifies the extended minor discipline requirements only. Please refer to the [Bachelor of Arts](#) section for information on additional requirements, including the requirements for [declaring](#) a minor. 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.

Lower-level requirements: ~~21~~18~~-24~~ credits

- ENGL 105 ~~or ARTS 100~~
- ~~Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, or 170~~ or higher
- [ENGL 200](#)
- ~~Six credits from ENGL 200-207~~ ENGL 201 and ENGL 202
- Six credits from ENGL 208-294

Upper-level requirements: 16 credits

- Four credits from ENGL 301, 304, 306, 308, 309, 310, 312, 316, 318, or 319
- 12 credits from ENGL 301-490

## English minor

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

Lower-level requirements: ~~15~~12~~-18~~ credits

- ENGL 105 ~~or ARTS 100~~
- ~~Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, or 170~~ or higher
- [ENGL 200](#)
- Six credits from ENGL 200-294

Upper-level requirements: 16 credits

- Four credits from ENGL 301, 304, 306, 308, 309, 310, 312, 316, 318, or 319
- 12 credits from ENGL 301-490

**Memo for New Course**

To: CACC, UEC

From: Stephen Piper, GDS Program Chair

Date: 24 August, 2017

**Subject: Proposal for new course - GDS 483: Directed Studies in Global Development**

1. Rationale for new course:

GDS 483 will provide a vehicle for students to study in depth an area not covered or covered in less detail in other GDS courses.

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

GDS 483 is an upper level elective available only to students with adequate preparation who have displayed the competence to successfully complete the course. The course is one of the electives in the proposed minor and extended minor in GDS. It will be added to the list of electives for the BA in GDS when GDS program revisions are brought forward shortly.

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

Among other learning outcomes, GDS 483 will lead students to:

- identify, analyze and select relevant information in the domain of Global Development Studies from primary and secondary sources including both library sources and on-line sources;
- Identify and explain multiple perspectives and lenses by which to examine key local, national and global issues, and work towards nuanced understandings of these issues;
- apply, within the context of a specialized project in development studies, specific skills and expertise acquired in earlier coursework, including research, data analysis, communication skills, and multidisciplinary knowledge of major issues in development studies;
- develop and support a sustained, logical and convincing argument;

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

GDS 483 will not be required by any other program, but will be available as an elective to qualified students.

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?

Indigenous content and perspectives will be incorporated as appropriate in individual iterations of the course. For example, in a version of the course focussing on Education and Development, the reading list would likely include works by Linda Tuhiwai Smith, Stavenhagen, Nuñez Mendez, Vázquez Carranza, and Santibañez, as well as the UNESCO EFA Global Monitoring Reports, which have a strong focus on indigenous education issues.

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

N/A

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

- a. Credit value – The course follows the standard pattern of 4 credits for 60 hours.
- b. Class size limit – Class size is set at a maximum of 6. It will most often be offered individually.
- c. Frequency of offering – The course will be offered according to student demand and availability of instructors. Most likely, it will be offered annually.
- d. Resources required (labs, equipment) – N/A

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

The course may be offered in the context of a domestic or international internship. Such internships are entirely self-funded; some students have been granted scholarships to defray expenses. Students will be responsible for any costs associated with their research.

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

Tuition only.

**CWC comments and responses:**

- Is there a particular reason 483 has been chosen, rather than a 490-499 number?  
*We copied from Geography which has GEOG 484 Directed Studies. Their 490s are Honours courses. However, SOC, POSC and ECON all have their directed studies courses in the 490s. We are okay with any 4xx number you would like to give it. Note that this course is in the GDS minor and extended minor proposal, so any change will have to be made there, too.*
- Learning outcome #3: suggest deleting “Articulate”.  
*These are the same learning outcomes as SOC 490. We want to indicate that the discussion and presentation skills will be at a superior level. “Articulate” captures that nicely.*



ORIGINAL COURSE IMPLEMENTATION DATE: January 2018  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) January 2024  
 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> GDS 483                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Directed Studies in Global Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Directed Studies in Global Dev                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> GDS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br>Allows students to continue research in areas introduced in other courses, or to explore in depth the literature relating to specific issues in development studies.<br><br>Note: Details of the course will be specified in an individual learning contract.                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | 60 university-level credits including GDS 340/GEOG 340 and GDS 363/SOC 363, and permission of the instructor, program chair, and dean.                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total Hours: 60</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td></td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: center;">12</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours: student directed learning</td><td style="text-align: center;">48</td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: center;"><b>60</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  | Seminars/tutorials/workshops | 12 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: student directed learning | 48 | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 12        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Other contact hours: student directed learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 48        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Maximum enrolment (for information only):</b> 6<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> annually                                                                                                                                                                                                                                                                                                                                                                         |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> Stephen Piper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b> September 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> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> October 13, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> January 26, 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

**GDS 483**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**Learning Outcomes**

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

1. Assess and evaluate the themes, methodologies, and theories associated with the selected topic at an advanced level.
2. Apply theories and/or methods relevant to the issue being studied.
3. Articulate and present advanced knowledge of the topic orally and in writing.
4. Analyze and explain the social context, origins, and implications of the issue under investigation.

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

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

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

Students will work on their own in consultation with and under the direction of a faculty member. The nature and number of meetings between student and faculty will be determined by the supervising faculty member.

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

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

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

These will vary according to the instructor and student and the chosen topic of study. Prior to course approval and in consultation with the course instructor, the student will prepare a significant reading list of relevant sources.

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

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

|                             |                         |                     |              |
|-----------------------------|-------------------------|---------------------|--------------|
| Final exam: %               | Assignments: %          | Midterm exam: %     | Practicum: % |
| Quizzes/tests: %            | Lab work: %             | Field experience: % | Shop work: % |
| Annotated Bibliography: 30% | Weekly discussions: 20% | Project/Paper: 50%  | Total: 100%  |

**Details (if necessary):** While there is significant flexibility in student evaluation, it is understood that this course requires at least one major research paper with related proposal, outline and bibliographic requirements.

**Typical Course Content and Topics**

This will vary according to the instructor and student and the chosen topic of study. An example of the course content for a directed studies course on *Education and Development* might be as follows:

1. Overview of Current Issues in Education and Development
2. Theories of Education in Society
3. Critical Pedagogy or Development as Freedom?
4. Education and Globalization
5. Education for a Global Labour Market – Correspondence Principle
6. Education, Inequality and Social Mobility
7. Education, Identity, Indigeneity, Orientalism, Colonialism
8. Gender, Education and Development
9. Education for Environmental Sustainability
10. Curriculum and Assessment (TIMSS, PISA, etc.)
11. Progress and Alternatives – Education for All; Universal Basic Education; return on investment

# MEMO



To: UEC  
From: Stephen Piper, PWG Chair  
CC: Dr. Bruce Kirkley, Coordinator, Program Development and Quality Assurance; Dr. Jacqueline Nolte, Dean, College of Arts; Dr. Alisa Webb, Associate Dean, College of Arts  
Date: January 17, 2018  
Re: Proposed Minor and Extended Minor, Global Development Studies

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Please accept the attached documents for review and approval by UEC, for the January 26, 2018 meeting: Minor and Extended Minor, Global Development Studies, full proposal and appendices. The attachments are submitted on behalf of the GDS Minor and Extended Minor Program Working Group.

**Note:** *The program proposals and additional documents are available in S:\Groups\UEC\2018-01-26... and in the shared UEC Dropbox folder.*

GDS is a broadly interdisciplinary program designed to equip students with the critical academic knowledge, skills and experience required to function effectively as development professionals in Canada or abroad or to continue on to graduate or other professional studies. A minor and extended minor will make this area of academic specialization and professional practice available to students in other disciplines and degree programs. The addition of a minor and extended minor in GDS will extend learning opportunities to more UFV students, allow them to be recognized for their international and developmental expertise, and give them a competitive edge in their future careers.

**Program Working Group:**

Stephen Piper – GDS, Sociology/SCMS  
Garry Fehr – GDS, Geography, Agricultural Centre of Excellence  
Edward Akuffo – GDS, Political Science  
Terah Sportel (Reference Group) – GDS, Geography

**Concept Paper:**

A concept paper is not required for a new minor in a program area where a major or degree is already approved.

**Memo for Program Changes**

To: Faculty of Science Curriculum Committee (FSCC)

From: Ian Affleck (Department Head, Mathematics and Statistics)

Date: Nov 9, 2017

**Subject: Program changes to Math major, Math minor (for BSc students), Math minor (for BA/BGS students), Math extended minor**

Summary of changes (select all that apply):

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

1. Rationale for change(s): There are three changes proposed.

*(i) It is UFV policy that there is a maximum of 8 credits of overlap at the upper level when courses are used to satisfy the requirements of two programs in a degree. To bring our programs more in line with this policy, we wish to remove the restriction that MATH/PHYS 381 can count towards only one set of program requirements when used towards a Math program and a Physics program. The only exception to this change is that we will leave the restriction in place in the case of a Math/Phys double major, as there is already a lessened Physics upper-level requirement for that program combination. This change affects the Math minor (for BSc students), the Math minor (for BA/BGS students), the Math extended minor, and (when combined with a Physics minor) the Math major.*

*(ii) The Math minor (for BSc students) is a popular program among students wishing to enter UFV's Secondary TEP program, with Mathematics as a Teachable Minor. To have Math as a Teachable Minor requires 18 upper level credits in mathematics courses. Meanwhile, the Math minor (for BSc students) requires only 15 upper-level credits, but further requires two elective courses at the 200-level (excluding MATH 205). To lessen the credit load on students in the Math minor (for BSc students) seeking a Math as a Teachable Minor, we propose to allow one of the two elective courses at 200-level to be numbered 200 or higher (still excluding MATH 205). This change only affects the Math minor (for BSc students).*

*(iii) At present, the Math major, the Math extended minor, and the BCIS Math minor each require a statistics course (STAT 270), but the Math minor (for BSc students) and the Math minor (for BA/BGS students) have no statistics requirement. We feel that it is important for students earning any mathematics credential to have taken at least one statistics course. This is especially relevant for students taking one of these minors for the purpose of teaching secondary school, as it will be high school teachers with a Teachable Major or Teachable Minor in Math who are relied upon to teach the upcoming Statistics 12 courses at many BC high schools. We propose to add the "STAT 106 or MATH/STAT 270" as a requirement in each of these two programs. This will increase the lower-level credits required in the Math Minor (for BA/BGS students), but will not increase the lower-level credits required in the Math Minor (for BSc students), as MATH/STAT 270 can be one of the math course elective requirements.*

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

*Program Outcomes are not substantially changed.*

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

*The proposed changes were not initiated by motivation to indigenize the curriculum. That said, changes (i) and (ii) give students more flexibility in completing the requirements of some of our programs. Meanwhile, in terms of change (iii), students completing a Bachelor's degree that includes a statistics course will be better prepared for employment in government and other areas involving social science studies. Those employed as high school teachers will be better prepared to impart an appreciation of statistical study in the social sciences.*

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

*No additional resources will be required.*

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

*(i) Students pursuing both Math and Physics credentials (other than those pursuing a Math/Phys double major) will have a lighter upper-level course load. This may have a very small impact on increasing enrolment in these program combinations. (There are perhaps 5-10 students each year who graduate with such credentials.)*

*(ii) Students pursuing a BSc Math minor will be able to more easily build a TEP Teachable Minor in Math into that program, and will have greater options in how to meet the program requirements. Again, this may have a very small impact on increasing enrolment in these program combinations. (There are perhaps 5-10 students each year who graduate with a BSc Math minor.)*

*(iii) Students declaring a BSc Math minor or a BA/BGS Math minor in the future will have slightly less flexibility in how to meet the program requirements. This may have a very small impact on decreasing enrolment in these program combinations, but we expect no significant change. (There*

*are perhaps 10-15 students enrolled in these minors presently.)*

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

*Yes, due the change (iii) the number of required core or elective credits from the program-specific discipline changes (for students in a BA/BGS Math minor), but there are so few students affected by the change that we don't anticipate needing to offer more sections of statistics courses. We currently offer roughly 20 sections annually of STAT 106 and one section annually of MATH/STAT 270.*

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

*No new resources are required.*

8. 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.

*Due to change (i), there is effectively a slight decrease in the number of Physics courses required of students pursuing Math and Physics credentials simultaneously (other than the Math/Phys double major).*

9. 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.

#### **CWC comments and responses:**

##### **General comment:**

- The note regarding MATH 381/PHYS 381 may require further clarification/rewriting in the calendar.

##### **Mathematics minor (BSc):**

- The following requires further revision: "Two One additional 200-level MATH courses (excluding MATH 205), and one additional MATH course numbered 200 or higher (excluding MATH 205)".

First point: By UFV policy, MATH/PHYS 381 can (in general) count towards two programs, as part of 8 credits of allowable upper-level overlap. However, because the Physics major has already waived two of

its upper level courses when its major is done in combination with another major, we don't want to decrease requirements further in that case by allowing this cross-listed course to count twice.

We could shorten Note 1 to "Students pursuing a double major in Mathematics and Physics can use MATH/PHYS 381 to meet the requirements of either major, but not both majors."

Second point: Sorry - yes, that is quite ambiguous. It should be this:

"One additional 200-level MATH course (excluding MATH 205), and one additional MATH course numbered 200 or higher (excluding MATH 205)".

The idea here is to allow one of the (former) 200-level courses to be replaced by a 300+ course, if the student wishes. Students who are seeking Math as a teachable subject in secondary TEP need 6 upper-level courses, but our minors only require 5. This gives that 6th upper-level course a way of counting towards the minor.

## Academic Calendar Fall 2017

## MATHEMATICS AND STATISTICS

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

## Mathematics major

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

Note: Students pursuing a Mathematics major may not also declare a Mathematics extended minor, a Mathematics minor, or a Mathematics minor (Statistics option).

## Lower-level requirements: 27–28 credits

| Course                | Title                                      | Credits |
|-----------------------|--------------------------------------------|---------|
| MATH 111              | Calculus I                                 | 4       |
| MATH 112              | Calculus II                                | 4       |
| or MATH 118           | Calculus II for Life Sciences              |         |
| MATH 211              | Calculus III                               | 3       |
| MATH 221              | Linear Algebra                             | 3       |
| MATH 225              | Topics in Discrete Mathematic              | 3       |
| or MATH 255           | Ordinary Differential Equations            |         |
| MATH 265              | Transition to Advanced Mathematics         | 3       |
| MATH 270/<br>STAT 270 | Introduction to Probability and Statistics | 4       |

|             |                                        |     |
|-------------|----------------------------------------|-----|
| COMP 120    | Computing for the Sciences             | 3-4 |
| or COMP 150 | Introduction to Programming            |     |
| or COMP 152 | Introduction to Structured Programming |     |

Upper-level requirements: 30 credits

| Course       | Title                                       | Credits |
|--------------|---------------------------------------------|---------|
| MATH 312     | Vector Calculus                             | 3       |
| MATH 322     | Complex Variables                           | 3       |
| MATH 340     | Introduction to Analysis                    | 3       |
| MATH 339     | Introduction to Applied Algebraic Systems   |         |
| or MATH 439  | Modern Algebra (see Note 1)                 | 3       |
| <b>Plus:</b> |                                             |         |
| MATH         | 300- or 400-level MATH courses (see Note 1) | 9       |
| <b>Plus:</b> |                                             |         |
| MATH or STAT | 300- or 400-level MATH or STAT courses      | 9       |

Note 1: At least nine MATH credits must be at the 400 level.

Note 2: ~~Students pursuing a double major in Mathematics and Physics can use MATH 381/PHYS 381 to meet the requirements of either major, but not both. Students may use MATH/PHYS 381 as part of the 30 upper level credits; however, PHYS 381 cannot be used to satisfy requirements of a math major program as well as requirements of a physics major program.~~

## Academic Calendar Fall 2017

### MATHEMATICS AND STATISTICS

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

## Mathematics extended minor

This section specifies the mathematics extended minor discipline requirements only. Information on additional Bachelor of Arts requirements begins in [this section](#) and includes the requirements for [declaring](#) an extended minor. 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.

Note: Students pursuing a Mathematics extended minor may not also declare a Mathematics major, a Mathematics minor, or a Mathematics minor (Statistics option).

### Lower-level requirements: 27–28 credits

| Course      | Title                              | Credits |
|-------------|------------------------------------|---------|
| MATH 111    | Calculus I                         | 4       |
| MATH 112    | Calculus II                        | 4       |
| or MATH 118 | Calculus II for Life Sciences      |         |
| MATH 211    | Calculus III                       | 3       |
| MATH 221    | Linear Algebra                     | 3       |
| MATH 225    | Topics in Discrete Mathematics     | 3       |
| or MATH 255 | Ordinary Differential Equations    |         |
| MATH 265    | Transition to Advanced Mathematics | 3       |

|                       |                                            |     |
|-----------------------|--------------------------------------------|-----|
| MATH 270/<br>STAT 270 | Introduction to Probability and Statistics | 4   |
| COMP 120              | Computing for the Sciences                 | 3-4 |
| or COMP 150           | Introduction to Programming                |     |
| or COMP 152           | Introduction to Structured Programming     |     |

### Upper-level requirements: 15 credits

| Course       | Title                                              | Credits |
|--------------|----------------------------------------------------|---------|
| MATH         | 300- or 400-level MATH courses                     | 9       |
| <b>Plus:</b> |                                                    |         |
| MATH or STAT | 300- or 400-level MATH or STAT courses (see Notes) | 6       |

~~Note 1: Students may use PHYS 381 as part of the 15 upper-level credits; however, PHYS 381 cannot be used to satisfy requirements of a math program as well as requirements of a physics program.~~

~~Note 1: Students may use MATH 381/PHYS 381 as part of the upper-level credits in both the Mathematics extended minor and a Physics major or minor. A maximum of 8 upper-level credits may be shared between two degree options. Students may use MATH/PHYS 381 as part of the upper-level credits in both a math program and a physics program — except in the case where a math major is combined with a physics major, in which case MATH/PHYS 381 may count towards the upper-level credits in only one of the two majors.~~

Note ~~22~~: Students who intend to enter UFV's Bachelor of Education with a secondary school option should be aware that 18 credits of mathematics courses at the 300- or 400-level are necessary in order to have mathematics as a teachable minor.

## Academic Calendar Fall 2017

## MATHEMATICS AND STATISTICS

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

## Mathematics minor (for BA and BGS students)

This section specifies the mathematics minor discipline requirements only. Information on additional Bachelor of Arts requirements begins in [this section](#) and includes the requirements for [declaring](#) a minor. 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.

Note: Students pursuing a Mathematics major may not also declare a Mathematics extended minor, a Mathematics minor, or a Mathematics minor (Statistics option).

Lower-level requirements: ~~17~~[21](#) credits

| Course                                                  | Title                                                                              | Credits                        |
|---------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------|
| MATH 111                                                | Calculus I                                                                         | 4                              |
| MATH 112                                                | Calculus II                                                                        | 4                              |
| or MATH 118                                             | Calculus II for Life Sciences                                                      |                                |
| MATH 211                                                | Calculus III                                                                       | 3                              |
| MATH 221                                                | Linear Algebra                                                                     | 3                              |
| MATH 265                                                | Transition to Advanced Mathematics                                                 | 3                              |
| <del>STAT 106</del> <a href="#">STAT 104</a>            | <del>Statistics I</del> <a href="#">Introductory Statistics</a>                    | <del>4</del> <a href="#">4</a> |
| <del>or MATH/STAT 270</del> <a href="#">or STAT 106</a> | <del>Introduction to Probability and Statistics</del> <a href="#">Statistics I</a> |                                |

~~or MATH/STAT 270~~

Introduction to Probability and Statistics

Upper-level requirements: 15 credits

| Course       | Title                                              | Credits |
|--------------|----------------------------------------------------|---------|
| MATH         | 300- or 400-level MATH courses                     | 9       |
| Plus:        |                                                    |         |
| MATH or STAT | 300- or 400-level MATH or STAT courses (see Notes) | 6       |

~~Note 1: Students may use PHYS 381 as part of the 15 upper-level credits; however, PHYS 381 cannot be used to satisfy requirements of a math program as well as requirements of a physics program.~~

~~Note 1: Students may use MATH 381/PHYS 381 as part of the upper-level credits in both the Mathematics minor and a Physics major or minor. A maximum of 8 upper-level credits may be shared between two degree options. Students may use MATH/PHYS 381 as part of the upper-level credits in both a math program and a physics program—except in the case where a math major is combined with a physics major, in which case MATH/PHYS 381 may count towards the upper-level credits in only one of the two majors.~~

Note ~~22~~: Students who intend to enter UFV's Bachelor of Education with a secondary school option should be aware that 18 credits of mathematics courses at the 300- or 400-level are necessary in order to have mathematics as a teachable minor.

## Academic Calendar Fall 2017

## MATHEMATICS AND STATISTICS

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

## Mathematics minor (for BSc students)

This section specifies the mathematics minor discipline requirements only. Students need to combine these minor requirements with another science minor or major other than the Mathematics major or Mathematics minor (Statistics option). Please refer to the [Bachelor of Science](#) section for information on additional requirements.

Lower-level requirements: ~~276~~-~~3228~~ credits

| Course                                     | Title                                         | Credits      |
|--------------------------------------------|-----------------------------------------------|--------------|
| MATH 111                                   | Calculus I                                    | 4            |
| MATH 112                                   | Calculus II                                   | 4            |
| or MATH 118                                | Calculus II for Life Sciences                 |              |
| MATH 211                                   | Calculus III                                  | 3            |
| MATH 221                                   | Linear Algebra                                | 3            |
| MATH 265                                   | Transition to Advanced Mathematics            | 3            |
| COMP 120                                   | Computing for the Sciences                    | 3-4          |
| or COMP 150                                | Introduction to Programming                   |              |
| or COMP 152                                | Introduction to Structured Programming        |              |
| <del>STAT 106</del><br><del>STAT 104</del> | <del>Statistics Introductory Statistics</del> | <del>4</del> |

|                                                      |                                                                                                                                                                                                                       |            |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <u>or MATH/STAT 270</u><br><del>or STAT 106</del>    | <u>Introduction to Probability and Statistics</u> <del>Statistics I</del>                                                                                                                                             |            |
| <u>MATH</u><br><del>or</del><br><u>MATH/STAT 270</u> | <del>Two</del> <u>One additional 200-level MATH courses (excluding MATH 205), and one additional MATH course numbered 200 or higher (excluding MATH 205)</u><br><del>Introduction to Probability and Statistics</del> | <u>6-7</u> |
| <u>MATH</u>                                          | <del>Two</del> <u>One additional 200-level MATH courses (excluding MATH 205), and one additional MATH course numbered 200 or higher (excluding MATH 205)</u>                                                          | <u>6-7</u> |

### Upper-level requirements: 15 credits

| Course       | Title                                             | Credits |
|--------------|---------------------------------------------------|---------|
| MATH         | 300- or 400-level MATH courses                    | 9       |
| Plus:        |                                                   |         |
| MATH or STAT | 300- or 400-level MATH or STAT courses (see Note) | 6       |

~~Note: Students may use PHYS 381 as part of the 15 upper-level credits; however, PHYS 381 cannot be used to satisfy requirements of a math program as well as requirements of a physics program.~~

~~Note 1: Students may use MATH 381/PHYS 381 as part of the upper-level credits in both the Mathematics minor and a Physics major or minor. A maximum of 8 upper-level credits may be shared between two degree options. Students may use MATH/PHYS 381 as part of the upper-level credits in both a math program and a physics program—except in the case where a math major is combined with a physics major, in which case MATH/PHYS 381 may count towards the upper-level credits in only one of the two majors.~~

~~Note2: Students who intend to enter UFV's **Bachelor of Education** with a secondary school option should be aware that 18 credits of mathematics courses at the 300- or 400-level are necessary in order to have mathematics as a teachable minor.~~

**Memo for Course Changes to NURS 406**

To: CWC and UEC

From: Samantha Hampton, BSN Curriculum Chair, Faculty Council Curriculum Member

Date: September 27<sup>th</sup>, 2017

**Subject: Proposal for revision of NURS 406**

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

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

2. Rationale for change:

- Practicum hours are slightly higher; the previous NURS 406 had three academic papers as part of the evaluation section in addition to the practicum. The revised NURS 406 focuses solely on practicum hours and the academic papers have been removed. This is in line with other BSN programs across the province. It is also in line with how practicum hours are calculated across the program.
- The calendar description required some minor updating.

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

Learning outcomes were updated to align with the revised curriculum and build on previous practicum courses.

- 4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
- 5. Which program areas have been consulted about the change(s)? N/A
- 6. What consideration has been given to indigenizing the curriculum?
- 7. If this course is not eligible for PLAR, explain why: It is the final practicum of the BSN program.

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: N/A
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? N/A
10. Estimate of the typical costs for this course, including textbooks and other materials: N/A



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2013  
**REVISED COURSE IMPLEMENTATION DATE:** September 2018  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 2024  
**Course outline form version:** 10/27/2017

## 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> NURS 406                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            | <b>Number of Credits:</b> 15 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                        |  |                              |    |                             |   |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Course Full Title:</b> Preceptorship<br><b>Course Short Title:</b><br><i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                              |    |                             |   |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Faculty:</b> Faculty of Health Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            | <b>Department (or program if no department):</b> Nursing                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                             |   |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Calendar Description:</b><br>This course provides the student with a final clinical experience in preparation for entry-level Registered Nurse practice. Clinical experience is intended to consolidate the student's professional practice.                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                              |    |                             |   |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | Admission to the Bachelor of Science in Nursing degree, NURS 401, NURS 402, NURS 403, and one of STAT 104 or STAT 106.                                                                                                                                                                                                                                                                                                                         |  |                              |    |                             |   |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            | None                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |    |                             |   |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                              |    |                             |   |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Dual-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                                                                        |            | <b>Special Topics</b><br>This course is offered with different topics:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(Double-click on box to select it as checked.)</i><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>(The specific topic will be recorded when offered.)</i> |  |                              |    |                             |   |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td></td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: center;">14</td></tr> <tr><td>Supervised laboratory hours</td><td style="text-align: center;">8</td></tr> <tr><td>Experiential (field experience, practicum, internship, etc.)</td><td style="text-align: center;">528</td></tr> <tr><td>Supervised online activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total hours</b></td><td style="text-align: center;"><b>550</b></td></tr> </table> |            | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | Seminars/tutorials/workshops | 14 | Supervised laboratory hours | 8 | Experiential (field experience, practicum, internship, etc.) | 528 | Supervised online activities |  | Other contact hours: |  | <b>Total hours</b> | <b>550</b> | <b>Transfer Credit</b><br>Transfer credit already exists: (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes<br>Submit revised outline for rearticulation:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                              |    |                             |   |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 14         |                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                              |    |                             |   |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 8          |                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                              |    |                             |   |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 528        |                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                              |    |                             |   |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                              |    |                             |   |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                              |    |                             |   |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>550</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                              |    |                             |   |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | <b>Grading System</b><br><input type="checkbox"/> Letter Grades <input checked="" type="checkbox"/> Credit/No Credit                                                                                                                                                                                                                                                                                                                           |  |                              |    |                             |   |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | <b>Expected Frequency of Course Offerings:</b><br>Every semester<br><i>(Every semester, Fall only, annually, every other Fall, etc.)</i>                                                                                                                                                                                                                                                                                                       |  |                              |    |                             |   |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Department / Program Head or Director:</b> Hannah MacDonald                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            | <b>Date approved:</b> September 2017                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |    |                             |   |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | <b>Date approved:</b> September 22, 2017                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                             |   |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Dean/Associate VP:</b> Joanne MacLean                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            | <b>Date approved:</b> September 22, 2017                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                             |   |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |            | <b>Date of posting:</b> December 8, 2017                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                             |   |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            | <b>Date of meeting:</b> January 26, 2018                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                             |   |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |

**Learning Outcomes:**

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

1. Utilize communication strategies to understand the meaning of the experience for the individual, family, group, or population.
2. Apply principles of teaching and learning for the individual, family, group, or population.
3. Formulate evidenced based clinical judgments.
4. Use a systematic process for decision making in the provision of nursing care to person.
5. Apply ethical perspectives and legislation to actual and potential clinical situations.
6. Demonstrate a leadership role.
7. Apply evidence-informed knowledge from nursing and related disciplines in the promotion, preservation, and restoration of health.
8. Demonstrate effective collaboration.
9. Implement safe and competent nursing care.
10. Demonstrate management of the full scope of care of an entry to practice assignment.
11. Perform within UFV and agency policies, CRNBC Professional Standards, and Practice Standards.

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

☐ Yes      ☒ No, PLAR cannot be awarded for this course because it is the final practicum of the BSN program.

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

**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. Lewis, S. L., Heitkemper, M. M., & Dirksen, S. R.           | Medical surgical nursing in Canada       | 3 <sup>rd</sup> ed.          | Toronto, ON: Elsevier                        | 2013 |
| 2. Porth, C. M.                                                | Essentials of Pathophysiology            | 2 <sup>nd</sup> ed.          | Philadelphia: Lippincott, Williams & Wilkins | 2015 |
| 3. Potter, P. A. & Perry, A. G., Stockert, P. A. & Hall, A. M. | Canadian fundamentals of nursing         | 5 <sup>th</sup> ed.          | Toronto, ON: Elsevier Canada                 | 2014 |
| 4. Deglin, J. H., & Vallerand, A. H.                           | Davis's drug guide for nurses            | 12 <sup>th</sup> ed.         | Philadelphia, P. A.: F. A. Davis Company     | 2011 |
| 5. Yoder-Wise, P. S.                                           | Leading and Managing in Canadian Nursing | 1 <sup>st</sup> ed. Canadian | Toronto, ON: Elsevier Canada                 | 2015 |

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

Students will be expected to utilize a variety of additional resources that are appropriate to the context of practice.

**Typical Evaluation Methods and Weighting**

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

**Details (if necessary):** Pass/Fail assessment for Practice. The course grade will be credit/no credit.

**Typical Course Content and Topics**

1. Student Lab/Theory: Preceptorship:
  - Nursing skills review
  - Role development
  - Employment preparation
2. Practice Site:
  - Practice placements are selected from a variety of acute care, long term care, and community-based agencies. There will be integrated leadership experiences that may include shadowing leaders in health care (PCC, CNE, Charge Nurse, Site leader)

**Memo for Course Changes**

To: UEC/ Campus Wide Consultation

From: Samantha Hampton, Co-Chair of BSN Task Force Committee; Nancy Goad, BSN Program Coordinator

Date: Sept. 26<sup>th</sup>, 2017

**Subject: Proposal for discontinuation of HSC 410 for Sept. 2018.**

Summary of changes (select all that apply):

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

2. Rationale for change:

- The former HSC 312 Health Care Delivery Systems and HSC 410 Health Law have been threaded across the revised BSN curriculum.
  - As of January 2018, HSC 312 will be discontinued for year 3 of the program; the concepts related to Canadian Health Care systems have been integrated and levelled across the BSN program. (UEC has already approved discontinuation of this course.)
  - As of September 2018, HSC 410 will be discontinued; with the revised curriculum, HSC 410 has been integrated across the BSN program.

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

- The BSN curriculum is being reviewed and revised to ensure currency of concepts and improved levelling of the content. A substantive review has not occurred for several years.
- All changes have been approved for the revised BSN program.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)?
  - BSN Faculty, BSN Curriculum Committee, Faculty Council Curriculum Committee Nov. 2016 and Faculty Council- Health Sciences September 22<sup>nd</sup>, 2018.
6. What consideration has been given to indigenizing the curriculum?
  - There is a strong focus in this curriculum related to diversity. Aboriginal health and healing practices are emphasized.
7. If this course is not eligible for PLAR, explain why: N/A
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:

The overall cost of tuition across the BSN program will be unchanged.

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

**Memo for Program Changes**

To: CWC

From: Samantha Hampton

Date: December 12, 2017

**Subject: Program change BSN \_ Addition of NURs 402 and Discontinuation of HSC 410**

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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):

These are the final changes required to fully implement the revisions to the BSN program. The course changes have been approved for the addition of NURS 402 and the discontinuation of HSc 410.

Addition of NURS 402: Professional Nursing - Management is a 3 credit course that has been added to semester 7 to further develop nursing leadership and management skills.

Discontinuation of HSc 410: Health Law as of January 2018 – The health law content has been integrated across the revised BSN curriculum in the Professional Nursing courses.

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

Program outcomes have been reviewed to ensure that they are aligned with the institutional learning outcomes.

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

There is a strong focus on diversity in the program, Aboriginal health and healing practices are emphasized.

5. Will additional resources be required? If so, how will these costs be covered?  
None required
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?  
It will not change program enrolment, no negative impact on students.
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? Credits will remain the same with all the changes completed.
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 needed.
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. Submitted with September 29<sup>th</sup> submission of courses changes.  
No change.
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. Submitted with September 29<sup>th</sup> submission of course changes.

## Program outline

### Semester I

| Course   | Title                                 | Credits |
|----------|---------------------------------------|---------|
| NURS 101 | Foundations of Health and Wellness    | 4       |
| NURS 102 | Professional Nursing: Communication I | 4       |
| NURS 103 | Nursing Practice                      | 2       |

|         |                                |   |
|---------|--------------------------------|---|
| HSC 111 | Human Anatomy and Physiology I | 4 |
|---------|--------------------------------|---|

|         |                      |   |
|---------|----------------------|---|
| HSC 116 | Pharmacotherapeutics | 2 |
|---------|----------------------|---|

|          |                  |   |
|----------|------------------|---|
| ENGL 105 | Academic Writing | 3 |
|----------|------------------|---|

**Semester II**

| Course | Title | Credits |
|--------|-------|---------|
|--------|-------|---------|

|          |                            |   |
|----------|----------------------------|---|
| NURS 104 | Health and Wellness: Aging | 4 |
|----------|----------------------------|---|

|          |                                        |   |
|----------|----------------------------------------|---|
| NURS 105 | Professional Nursing: Communication II | 3 |
|----------|----------------------------------------|---|

|          |                  |   |
|----------|------------------|---|
| NURS 106 | Nursing Practice | 5 |
|----------|------------------|---|

|         |                                 |   |
|---------|---------------------------------|---|
| HSC 113 | Human Anatomy and Physiology II | 4 |
|---------|---------------------------------|---|

**Semester III**

| Course | Title | Credits |
|--------|-------|---------|
|--------|-------|---------|

|          |                                               |   |
|----------|-----------------------------------------------|---|
| NURS 201 | Health and Wellness: Acute and Chronic Care I | 4 |
|----------|-----------------------------------------------|---|

|          |                                                  |   |
|----------|--------------------------------------------------|---|
| NURS 202 | Professional Nursing: Introduction to Leadership | 3 |
|----------|--------------------------------------------------|---|

|          |                  |   |
|----------|------------------|---|
| NURS 203 | Nursing Practice | 6 |
|----------|------------------|---|

|         |                 |   |
|---------|-----------------|---|
| HSC 211 | Pathophysiology | 4 |
|---------|-----------------|---|

**Semester IV**

| Course | Title | Credits |
|--------|-------|---------|
|--------|-------|---------|

|          |                                                |   |
|----------|------------------------------------------------|---|
| NURS 204 | Health and Wellness: Acute and Chronic Care II | 4 |
|----------|------------------------------------------------|---|

|          |                                       |   |
|----------|---------------------------------------|---|
| NURS 205 | Professional Nursing: Ethical Aspects | 3 |
|----------|---------------------------------------|---|

|          |                  |   |
|----------|------------------|---|
| NURS 206 | Nursing Practice | 6 |
|----------|------------------|---|

|          |                                                                                   |   |
|----------|-----------------------------------------------------------------------------------|---|
| Elective | University-level sociology/psychology/anthropology course (completed in B3 or B4) | 3 |
|----------|-----------------------------------------------------------------------------------|---|

**Semester V**

| Course | Title | Credits |
|--------|-------|---------|
|--------|-------|---------|

|          |                                |   |
|----------|--------------------------------|---|
| NURS 300 | Professional Nursing: Research | 3 |
|----------|--------------------------------|---|

|          |                                     |   |
|----------|-------------------------------------|---|
| NURS 301 | Health and Wellness: Maternal/Child | 4 |
|----------|-------------------------------------|---|

|          |                  |   |
|----------|------------------|---|
| NURS 303 | Nursing Practice | 6 |
|----------|------------------|---|

|          |                                    |   |
|----------|------------------------------------|---|
| STAT 104 | Introductory Statistics (see Note) | 4 |
|----------|------------------------------------|---|

|                    |                         |  |
|--------------------|-------------------------|--|
| <b>or</b> STAT 106 | Statistics I (see Note) |  |
|--------------------|-------------------------|--|

Note: MATH 108 (previously offered) may also be used to meet this requirement.

**Semester VI**

| <b>Course</b> | <b>Title</b>                      | <b>Credits</b> |
|---------------|-----------------------------------|----------------|
| NURS 304      | Health and Wellness: Complex Care | 4              |
| NURS 305      | Professional Nursing: Leadership  | 3              |
| NURS 306      | Nursing Practice                  | 6              |
| Elective      | University-level course           | 3              |

**Semester VII**

| Course             | Title                                    | Credits      |
|--------------------|------------------------------------------|--------------|
| NURS 401           | Health and Wellness: Community Health    | 4            |
| <u>NURS 402</u>    | <u>Professional Nursing – Management</u> | <u>3</u>     |
| NURS 403           | Nursing Practice                         | 6            |
| <del>HSC 410</del> | <del>Health Law</del>                    | <del>3</del> |
| Elective           | NURS 490 or NURS 491                     | 3-4          |

**Semester VIII**

| Course   | Title         | Credits |
|----------|---------------|---------|
| NURS 406 | Preceptorship | 15      |

**Memo for Course Changes**

To: Jacqueline Nolte: Dean-College of Arts

Alisa Webb: Dean-College of Arts

Amara Wong: Committees Assistant-College of Arts

From: Wayne Henry: Department Head-Philosophy

Rana Ahmad: Instructor: Philosophy

Date: Jan.3, 2018

**Subject: Proposal for revision of Phil 310**

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

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

2. Rationale for change: Six-year review

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): No substantial changes.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? This course is not required by any program beyond the discipline but could be used to satisfy an upper-level elective for the POSC major. The minor changes made to PHIL 310 would not affect the POSC major in any way.

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

6. What consideration has been given to indigenizing the curriculum? Discussions about public policy in Canada will include the consideration of the effect of public policy on indigenous populations.

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

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

- a. Credit value-N/A

- b. Class size limit-N/A
  - c. Frequency of offering-N/A
  - d. Resources required (labs, equipment)-N/A
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? No.
10. Estimate of the typical costs for this course, including textbooks and other materials:  
Cost of tuition plus textbook which is typically approx. \$110.



ORIGINAL COURSE IMPLEMENTATION DATE: November 1999  
 REVISED COURSE IMPLEMENTATION DATE: September 2018  
 COURSE TO BE REVIEWED: (six years after UEC approval) January 2024  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PHIL 310                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Ethics and Public Policy<br><b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> Philosophy                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>Applies ethical principles to practical problems in public policy. Issues to be discussed include examining the ethical differences between individual and social decisions. Topics include healthcare, international relations, business and economic development, employment relations, government, and technological innovations.                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | 45 university-level credits including 9 credits of PHIL or POSC.<br>Note: As of January 2019, prerequisites will change to: 45 university-level credits including 9 credits of PHIL.                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                         |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>15</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>30</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 15 | Seminars/tutorials/workshops | 30 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Maximum enrolment (for information only):</b> 28<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> every two years                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Wayne Henry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b> May 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> June 2, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of posting:</b> September 15, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> June 2, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> January 26, 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**PHIL 310**

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

Page 2 of 2

**Learning Outcomes**

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

1. Apply frameworks for making moral decisions in a social context.
2. Analyze the nature of the role for ethics in social and political practices.
3. Explain the major theories of social and political morality and frame the discussion of contemporary issues in terms of these theories.
4. Apply these theories to moral, social, political issues from the perspective of agents with varying degrees of power and knowledge within specific social contexts.

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

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

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

Lectures and discussions.

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

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

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

| Author (surname, initials) | Title (article, book, journal, etc.)                          | Current ed.              | Publisher                  | Year |
|----------------------------|---------------------------------------------------------------|--------------------------|----------------------------|------|
| 1. Cohen, Andrew           | <i>Philosophy, Ethics, and Public Policy: An Introduction</i> | <input type="checkbox"/> | Routledge                  | 2014 |
| 2. Miljan, Lydia           | <i>Public Policy in Canada</i>                                | <input type="checkbox"/> | Oxford                     | 2012 |
| 3. Wolff, Jonathan         | <i>Ethics and Public Policy: A Philosophical Inquiry</i>      | <input type="checkbox"/> | Routledge                  | 2011 |
| 4. Hausman, D et al.       | <i>Economic Analysis, Moral Philosophy and Public Policy</i>  | <input type="checkbox"/> | Cambridge University Press | 2016 |
| 5. Kymlicka, Will          | <i>Contemporary Political Philosophy: An Introduction</i>     | <input type="checkbox"/> | Oxford University Press    | 1990 |

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

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 30% | Assignments: | 25% | Midterm exam:     | 25% | Practicum: | 00%  |
| Quizzes/tests: | 0%  | Lab work:    | 0%  | Field experience: | 0%  | Shop work: | 0%   |
| Presentations: | 20% | Other:       | 0%  | Other:            | 0%  | Total:     | 100% |

**Details (if necessary):**

Evaluation procedures will vary, but students are always evaluated on a variety of performances that may include essays, contributions to class, presentation of reports, exams, and papers.

**Typical Course Content and Topics**

Course content will vary with the instructor. One example of a course schedule with three hours instruction per week:

- Weeks 1-2: Diagnostic quiz on basic moral theories to check for students' background knowledge. Students having difficulty with the quiz will be expected to review a basic introduction to moral philosophy such as James Rachels, *Elements of Moral Philosophy*.  
Frameworks for making moral decisions.
- Weeks 3-4: The role of ethics in social and political practices.
- Weeks 4-5: Liberal, modernist account (Rawls).
- Weeks 6-7: Alternatives to liberalism: Libertarianism (Nozick).
- Weeks 8-9: Liberal revisions (Rawls).
- Weeks 10-12: Alternatives to liberalism: Marxism, Communitarianism, Feminism.
- Week 13: Final preparation and presentations.

**Memo for Course Changes**

To: Jacqueline Nolte: Dean-College of Arts

Alisa Webb: Dean of students-College of Arts

Amara Wong: Committees Assistant-College of Arts

From: Wayne Henry: Department Head-Philosophy

Rana Ahmad: Instructor-Philosophy

Date: Jan. 3, 2018

**Subject: Proposal for revision of Phil 318**

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

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

2. Rationale for change: Six- year review

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): No substantial changes.

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

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

6. What consideration has been given to indigenizing the curriculum? Environmental ethics includes exploring indigenous ways of living with and understanding the environment.

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

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

- a. Credit value-N/A
- b. Class size limit-N/A
- c. Frequency of offering-N/A

- d. Resources required (labs, equipment)-N/A
- 9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? No
- 10. Estimate of the typical costs for this course, including textbooks and other materials:  
Cost of tuition plus textbook which is typically approx. \$150.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2002  
 REVISED COURSE IMPLEMENTATION DATE: September 2018  
 COURSE TO BE REVIEWED: (six years after UEC approval) January 2024  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PHIL 318                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Environmental Ethics<br><b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> Philosophy                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>An exploration of ethical issues in the context of the environment. Topics include defining nature, animal rights and their use in scientific research, climate change and the politicization of science, pollution caused by human activities, and obligations to future generations.                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | 45 university-level credits including 6 credits of PHIL or POSC.<br>Note: As of January 2019, prerequisites will change to: 45 university-level credits including 6 credits of PHIL.                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                         |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>15</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>30</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 15 | Seminars/tutorials/workshops | 30 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Maximum enrolment (for information only):</b> 28<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Once every 2 years.                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Wayne Henry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b> May 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> June 2, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of posting:</b> September 15, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> June 2, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> January 26, 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

- Analyze environmental issues in the context of various cultural conceptual frameworks.
- Use philosophical and theoretical frameworks for making moral and policy decisions.
- Apply moral and axiological theories to environmental issues that often involve social dilemmas, non-humans and non-sentients, and very long-term effects.
- Examine various strategies for managing global and environmental issues as they are manifested locally in order to generate policy recommendations and recommendations for individual action.

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

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

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

The instructor introduces frameworks for examining issues and the major alternative positions on the issues, placing them in their historical context. Students then investigate and develop these frameworks and alternatives, and make presentations to the class. Students then attempt to refine the frameworks and reach their own resolutions of the issues. Students work cooperatively and individually to research and make presentations, write exams and essays.

**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. | Donald VanDeVeer & Christine Pierce | <i>The Environmental Ethics and Policy Book</i>                                                  | <input type="checkbox"/> | Wadsworth | 2002 |
| 2. | Byron Williston                     | <i>Environmental Ethics for Canadians</i>                                                        | <input type="checkbox"/> | Oxford    | 2016 |
| 3. | Christine Pierce & Donald VanDeVeer | <i>People, Penguins, and Plastic Trees</i>                                                       | <input type="checkbox"/> | Wadsworth | 1995 |
| 4. | Louis P. Pojman                     | <i>Environmental Ethics: Readings in Theory and Application</i>                                  | <input type="checkbox"/> | Wadsworth | 2015 |
| 5. | Elizabeth Willott                   | <i>Environmental Philosophy: From Animal Rights to Environmental Ethics: What Really Matters</i> | <input type="checkbox"/> | Oxford    | 2011 |

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

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 30% | Assignments: | 30% | Midterm exam:     | 20% | Practicum: | 0%   |
| Quizzes/tests: | 20% | Lab work:    | 0%  | Field experience: | 0%  | Shop work: | 0%   |
| Other:         | 0%  | Other:       | 0%  | Other:            | 0%  | Total:     | 100% |

**Details (if necessary):**

Evaluation procedures will vary, but students are evaluated on a variety of performances that may include essays, contribution to class, interviews, practicums, journals, presentation of reports, papers and projects. A typical distribution of work would assign 20% to in-class presentations and contributions, 20% to research assignments, 30% to essays and 30% to projects which connect the work of this course to areas of interest in the students' career, major field of study, or social context.

**Typical Course Content and Topics**

Weeks 1-2: Diagnostic quiz on basic moral theories to check for students' background knowledge. Students having difficulty with the quiz will be expected to review a basic introduction to moral philosophy.  
Defining environmental issues: humans, non-humans, non-sentients; social dilemmas; very long-term effects.

Week 3: Attitudes towards nature of various historical and cultural conceptual frameworks (e.g., Classical, Christian, medieval, scientific, romantic, Native North American)

Week 4: Frameworks for making moral and policy decisions

Weeks 5-7: Axiological perspectives on environmental issues, e.g., anthropocentric, ecocentric, biocentric, classical economic. Moral perspectives on environmental issues, e.g., utilitarianism, deontology, virtue ethics, communitarianism, feminism

Weeks 8-9: Strategies for resolving environmental issues, e.g., deep ecology, social ecology, spiritual ecology, ecofeminism, pragmatism

Weeks 10-11: Applying strategies to local examples of global environmental issues in order to generate policy recommendations and recommendations for individual action

Weeks 12-13: Final preparation and presentations of three or four group projects

**Memo for New Course**

To: UEC

From: Wayne Henry, Department of Philosophy

Date: September 25th 2017

**Subject: Proposal for new course** Philosophy 375: *Death, Desire, and Art in Continental Thought*.

1. Rationale for new course: Existing courses in Continental philosophy at UFV are either survey courses covering a range of 19<sup>th</sup> or 20<sup>th</sup> century philosophers or special topics courses focusing on the works of a major thinker. This course, in contrast, is thematic. The intent is to explore a dominant trend within Continental philosophy. The works to be read and discussed are emblematic of the attention paid by these philosophers to death, desire and art as fundamental elements of human experience. Having a course of this nature gives students an opportunity to study works not typically included in existing courses, and provides them with a different avenue for approaching Continental philosophy. It also should be of interest to students from other disciplines, and for this reason, it does not have the same prerequisites as other upper level Continental philosophy courses.

For these reasons, the course works best as a stand-alone course, as opposed to offering it as an iteration of an existing special topics course.

2. How this new course fits into program(s): The course can count as upper level philosophy credit for philosophy majors and minors.

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

3. Explain how the course learning outcomes align with the learning outcomes of the program(s): The course aligns with a number of learning outcomes for the program, in particular it is consistent with the emphasis placed on recognizing philosophical issues and establishing competence in philosophical methods. Furthermore, it stresses critical analysis and reflection on topics which are of importance both inside and outside the classroom.
4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? No
5. Which program areas have been consulted about the course? None
6. If a new discipline designation is required, explain why: N/A
7. What consideration has been given to indigenizing the curriculum? Given that the course concerns European philosophers, it does not include material produced by indigenous philosophers. Nevertheless, the philosophers to be covered in the course do offer critiques of European philosophy and culture, and some of these philosophers have proven to be of interest to indigenous

scholars. So while the course is on European philosophy, topics covered in class may overlap with the concerns of indigenous thinkers.

8. If this course is not eligible for PLAR, explain why: N/A
9. Explain how each of the following will affect the budget for your area or any other area:
  - a. Credit value – Same as existing courses
  - b. Class size limit – Same as existing courses
  - c. Frequency of offering – Every two years.
  - d. Resources required (labs, equipment)- None
10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? No field trips.
11. Estimate of the typical costs for this course, including textbooks and other materials: The students will pay for books, totaling approximately \$80 to \$100.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2018  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) January 2024  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PHIL 375                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Death, Desire, and Art in Continental Thought                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Death, Desire, & Art                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> Philosophy                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>An exploration of the connections made between death, desire, and art as definitive aspects of human nature. Philosophers covered may include Rousseau, Nietzsche, Kierkegaard, and Zizek.                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | 45 university-level credits including one of PHIL 110 or PHIL 120.                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                         |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>30</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>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><b>Total</b></td> <td><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>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 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> 28<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> every 2 years                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Wayne Henry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b> May 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> June 2, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of posting:</b> September 15, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> June 2, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> January 26, 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

PHIL 375

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

**Learning Outcomes**

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

1. Employ an analysis of themes of death, desire, and art as they operate in the Continental tradition.
2. Explain methods employed by major figures in Continental philosophy.
3. Articulate connections made between death, desire, and art by philosophers working in the Continental tradition.
4. Write critically in respect to the treatments of death, desire, and art as found in the work of major figures in the Continental tradition.

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

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

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

Lecture and seminar discussion.

**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. Rousseau, J.J           | The First and Second Discourses      | <input checked="" type="checkbox"/> | Bedford/St. Martins | 1969 |
| 2. Nietzsche, F            | The Birth of Tragedy                 | <input checked="" type="checkbox"/> | Cambridge           | 1999 |
| 3. Artaud, A               | The Theatre and its Double           | <input checked="" type="checkbox"/> | Grove Press         | 1994 |
| 4. Kierkegaard, S          | Sickness unto Death                  | <input checked="" type="checkbox"/> | Princeton           | 1983 |
| 5. Kristeva, J             | The Powers of Horror                 | <input checked="" type="checkbox"/> | Columbia            | 1984 |

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

**Typical Evaluation Methods and Weighting**

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

**Details (if necessary):**

4 essays each worth 25%

**Typical Course Content and Topics**

The course is designed in such a way that its central themes emerge through the reading of historical texts. Since it is a matter of bringing specific themes to the forefront, it is important for students to be able to compare and contrast what is found in primary sources. The use of a central text, as a cornerstone, is not necessary, and there are not many textbooks written directly on the themes of this course.

**Sample Syllabus:**

1. Course Introduction
2. Rousseau – Discourse on Arts and Sciences - 'Art as the Obstacle to Life'
3. Rousseau –Discourse on Inequality - 'Desire is the Problem'
4. Nietzsche –Birth of Tragedy - 'The Inevitability of Death and the Salvation offered by Art'
5. Nietzsche – Birth of Tragedy - 'Desire, Suffering and Death'
6. Nietzsche –Birth of Tragedy - 'Tragic Art and the Reconciliation with Death'
7. Kierkegaard – Sickness unto Death - 'Death and Self-Understanding'
8. Kierkegaard – Sickness unto Death - 'Death and the Redemption of Life'
9. Artaud – The Theatre and its Double - 'Art and Human Authenticity'
10. Artaud –The Theatre and its Double - 'Art, Suffering and Death'
11. Kristeva – The Powers of Horror - 'Art and Abjection'
12. Kristeva –The Powers of Horror - 'Art and the Human Condition'
13. Course conclusion

**Memo for Program Changes**

To: Jacqueline Nolte: Dean-College of Arts

Alisa Webb: Associate Dean of Students

Amara Wong: Committees Assistant

From: Wayne Henry: Department Head

Glen Baier: Associate Professor

Date: May 8, 2017

**Subject: Program change (Philosophy major)****1. Summary of changes (select all the apply):**

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

- 2. Rationale for change(s): The creation of this course is tied to the department's interest in expanding its course offerings. It is intended to give students more choice when selecting courses which may count as elective credits within the philosophy program. It also reflects the department's commitment to interdisciplinarity as it is a course that may appeal to students from other disciplines.
- 3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: The course is consistent with departmental learning outcomes.
- 4. What consideration has been given to indigenizing the curriculum? The course focuses on European philosophy from the 18th century to present day. For this reason, it does not have explicit indigenous content. However, the philosophers covered in the course offer substantial critiques of the dominant traditions within European culture and for this reason, their concerns may intersect with the concerns of indigenous philosophers.
- 5. Will additional resources be required? If so, how will these costs be covered? No additional resources are required.

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? It is not intended to impact the number of students in the program.
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 changes will be made to existing program requirements.
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.) The course will be added to our existing rotation of upper level courses. In particular, it will be part of our existing complement of upper level courses in Continental philosophy.
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. This course has no impact on other disciplines or programs.
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. There are no budgetary implications to consider. As indicated in Q#7, no changes are made to the program as a result of this course. And, in reference to Q#8, the course will simply be added to our regular rotation of upper level courses; it does not require new resources. Lastly, as indicated in Q#9, this course does not affect required or elective courses from other disciplines.

## Philosophy major

### *History of Philosophy*

Three of the following, including one of PHIL 251A or 251B and one of PHIL 252 or 352: 9 credits

| Course                          | Title                                                                | Credits                  |
|---------------------------------|----------------------------------------------------------------------|--------------------------|
| PHIL 250                        | History of Western Philosophy: Ancient Greek Philosophy              | 3                        |
| PHIL 251A                       | Rationalism and Early Modern Philosophy                              | 3                        |
| PHIL 251B                       | Empiricism and Early Modern Philosophy                               | 3                        |
| PHIL 252                        | History of Continental Philosophy                                    | 3                        |
| PHIL 352                        | History of Analytic Philosophy                                       | 3                        |
| PHIL 353                        | Philosophies of India                                                | 3                        |
| <a href="#"><u>PHIL 375</u></a> | <a href="#"><u>Death, Desire, and Art in Continental Thought</u></a> | <a href="#"><u>3</u></a> |
| PHIL 482                        | Selected Topics in the History of Philosophy                         | 3                        |
| IPK 386                         | Indigenous Worldviews of Turtle Island                               | 3                        |

**Memo for Course Changes**

To: UEC

From: **John Hogg, BSW Chairperson**

Date: **June 13, 2017**

**Subject: Proposal for revision of SOWK 380**

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

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

2. Rationale for change:

**SOWK 380 is a required course for the BA in Global Development Studies (GDS); therefore, the decision was made to remove “SOWK 311” (social work theory and ethics are well covered in SOWK 380) as a pre-requisite, and add “Admission into the GDS program.”**

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

**No changes.**

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

**Yes, the GDS program – this is addressed in #2. GDS students’ access to the course is assured by the changes.**

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

**GDS program.**

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

**The course has a full class devoted to Indigenous Community Development, and Indigenous content is interwoven into the course.**

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

**The course is eligible for PLAR.**

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

- a. Credit value
- b. Class size limit
- c. Frequency of offering
- d. Resources required (labs, equipment)

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

**No.**

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

**Under \$100.**

**CWC comments and responses:**

- Prerequisites: admission to the BSW requires 60 credits, but admission to the BA GDS can be entered directly out of high school. Are these prerequisites sufficient? Should a minimum number of credits (45-60?) be required as well as admission to one of these programs?  
*Preq-reqs now read: "Admission into the Bachelor of Social Work program; or at least 45 credits plus admission into the BA in Global Development Studies program; or by instructor's permission."*
- Are the 15 hours of "student directed learning" supervised hours? This is something that UEC typically questions and may ask for additional information on.  
*Have changed this to read: "15 hours of student-directed learning supervised by the instructor"*



ORIGINAL COURSE IMPLEMENTATION DATE: January 1995  
 REVISED COURSE IMPLEMENTATION DATE: September 2018  
 COURSE TO BE REVIEWED: (six years after UEC approval) January 2024  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|---------------------------------------|----|--------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> SOWK 380                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Social Work and Community Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Social Work & Community Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department (or program if no department):</b> Social Work & Human Services                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br><br>This course focuses on community development approaches that build local capacity and empower marginalized populations. Students will be encouraged to develop an anti-oppressive framework to examine the impact of social location, identity, and intersectionality on community dynamics and processes.                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | Admission to the Bachelor of Social Work or (admission to the Bachelor of Arts in Global Development Studies and 45 university-level credits) or instructor's permission.                                                                                                                                                                                                                                                                                                                                                                    |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>SSSW 380</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: right;">30</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Supervised student directed learning:</td><td style="text-align: right;">15</td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 30 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Supervised student directed learning: | 15 | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Supervised student directed learning:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Maximum enrolment (for information only):</b> 30<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> Margaret Coombes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b> October 20, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> November 3, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of posting:</b> December 12, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Tracy Ryder-Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> November 3, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> January 26, 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                       |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

**SOWK 380**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**Learning Outcomes**

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

1. Analyze the diverse nature of communities in Canada, including Indigenous and Francophone communities, and identify their strengths and the challenges facing them.
2. Articulate a variety of theoretical perspectives on working with communities to effect change and build local capacity.
3. Apply community development processes to better understand local communities.
4. Plan effective strategies for community change.
5. Organize and work with the community to eliminate oppression and encourage democratic process and social justice.

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

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

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

This course will be taught using a combination of lectures, class discussions, group projects, small group exercises, multi-media resources and guest lecturers.

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

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

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

| Author (surname, initials)  | Title (article, book, journal, etc.)    | Current ed.                         | Publisher                                   | Year |
|-----------------------------|-----------------------------------------|-------------------------------------|---------------------------------------------|------|
| 1. Brown, J. D. & Hannis D. | <i>Community Development in Canada.</i> | <input checked="" type="checkbox"/> | Toronto: Pearson.                           |      |
| 2. Harding, R. (Ed.).       | <i>SOWK 380 Coursepack.</i>             | <input checked="" type="checkbox"/> | Abbotsford: University of the Fraser Valley |      |
| 3.                          |                                         | <input type="checkbox"/>            |                                             |      |
| 4.                          |                                         | <input type="checkbox"/>            |                                             |      |
| 5.                          |                                         | <input type="checkbox"/>            |                                             |      |

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

|                |     |                            |     |                     |     |            |      |
|----------------|-----|----------------------------|-----|---------------------|-----|------------|------|
| Final exam:    | 30% | Assignments:               | %   | Midterm exam:       | 25% | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:                  | %   | Field experience:   | %   | Shop work: | %    |
| Group Project: | 25% | Project Evaluation Report: | 10% | Group Presentation: | 10% | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**
**Week Topic**

- 1 Course Overview  
Skills for Working in the Community  
Assignment of Group Projects
- 2 Introduction to Community Development  
History of Community Development in BC
- 3 Perspectives on Community Development  
Relationship-Building in the Community  
Asset-based Community Development
- 4 Community Development Processes
- 5 Indigenous Approaches
- 6 Feminist Approaches
- 7 Community Change or Containment
- 8 Ethics & Community Development
- 9 Framework for Ethical Decision-Making
- 10 Evaluation of Community Process  
Group Project -Evaluation
- 11 Group Presentations  
Group Submission of All Written Materials
- 12 International Community Development

**Memo for Program Changes**

To: Undergraduate Education Committee

From: John Hogg

Date: Sept 7, 2017

**Subject: Program change Bachelor of Social Work - Child Welfare Specialization**

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: **Adding a Declaration Statement for Bachelor of Social Work - Child Welfare Specialization**

2. Rationale for change(s):

**The Child Welfare Specialization currently exists but there are no rules for declaring. The rules will allow us to better timetable and set aside seat reserves to those students requiring specialized classes. The course reserves will be in place for the students in their last Fall and Winter terms.**

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: **There are no learning outcomes.**

4. What consideration has been given to indigenizing the curriculum? **No reference required.**

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

**No Additional resources required.**

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

**There will be no expected change to enrolment, but students that declare the specialization will have access to reserved seats.**

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

**No change.**

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

**There is no change to the resources, the students are already accessing the classes.**

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

**No change.**

10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

**No budgetary issues.**

#### ACADEMIC CALENDAR ADDITION:

##### Bachelor of Social Work – Child Welfare Declaration Requirements

- Minimum BSW program GPA of 2.67
- Enrollment in or completion of SOWK 300, SOWK 311, SOWK 312, SOWK 320, SOWK 394, SOWK 330, SOWK 380, and SOWK 392
- Intentions made known to SWHS Field Education by confirming through emails from the Field Education Assistant
- Students meet with Academic Advisor to formally declare.

*NOTE: Graduating with the Child Welfare Specialization is dependent on the student successfully qualifying for and completing the Child Welfare placement.*

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#### Procedure for Child Welfare Specialization Declaration: (For dept. use only)

|                                                |                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 <sup>st</sup> Year BSW, Fall Term            | <ul style="list-style-type: none"> <li>- Field Education Assistant sends email to students stating what is required for students wishing to complete the Child Welfare Specialization (CWS).</li> <li>- CWS information sessions for students held in the Fall of their 1<sup>st</sup> term of BSW program</li> </ul> |
| 1 <sup>st</sup> Year BSW – Winter Term         | <ul style="list-style-type: none"> <li>- Half way through winter term – Field Education Assistant sends an email to students asking if they intend to formally declare their interest in CWS.</li> </ul>                                                                                                              |
| 1 <sup>st</sup> Year BSW – before March 15     | <ul style="list-style-type: none"> <li>- Field Education Assistant maintains the list of interested students and forwards to SWHS Academic Advisor and SWHS Department Assistant</li> </ul>                                                                                                                           |
| 1 <sup>st</sup> Year BSW – starting March 15th | <ul style="list-style-type: none"> <li>- Students will be able to declare CWS starting March 15<sup>th</sup> and ideally before Fall Registration begins (Approx. Mid-June) by seeing SWHS Academic Advisor</li> </ul>                                                                                                |
| 1 <sup>st</sup> Year BSW – April 1st           | <ul style="list-style-type: none"> <li>- Department Assistant sets aside seat reserves for CWS for Fall and Winter timetables for SOWK 491, SOWK 483, SOWK 412, SOWK 496, SOWK 497</li> </ul>                                                                                                                         |
| 2 <sup>ND</sup> Year BSW                       | <ul style="list-style-type: none"> <li>- Students apply to graduate with Child Welfare Specialization and SWHS Academic Advisor confirms with SWHS Field Education Assistant if student received a Child Welfare Placement before approving graduation application.</li> </ul>                                        |

#### CWC comment and response:

- Note regarding graduation requirements does not belong in the declaration section.  
*Agreed and thank you for bringing this to our attention. However, at this time SWHS does not have a Graduation Section and this information is crucial for students to understand. We plan to have a graduation section established for the Child Welfare Specialization during the coming academic year. In the meantime, we are requesting that the description of the graduation requirements remain in the declaration section for now.*



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**MEMORANDUM**

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To: Eric Spalding, Chair, Undergraduate Education Committee  
From: Al Wiseman, University Secretary  
Date: January 22, 2018  
Re: Vacant positions on UEC as of July 31, 2018

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Terms of office will be ending on July 31, 2018 for the following members of UEC:

- Maria Bos-Chan, Faculty of Access and Continuing Education – faculty senator (call to be made at Senate to fill senator faculty vacancy)
- Samantha Pattridge, Faculty of Humanities – faculty member
- Emilio Landolfi, Faculty of Health Sciences – faculty member
- Adrianna Bakos, Faculty of Humanities – faculty member
- Eric Spalding, Faculty of Social Sciences – faculty member
- Nancy Goad, Faculty of Health Sciences – faculty member
- Ben Vanderlei, Faculty of Science – faculty member
- Ceilidh Hart, Faculty of Humanities – faculty member
- John English, Faculty of Applied and Technical Studies – dean
- Sue Brigden, Faculty of Access and Continuing Education - dean
- Rhonda Colwell, Academic Advisor – academic advisor
- Simon Xi, UFV International – staff
- Arashpreet Tamber, BSc, - student
- 1 current student senator vacancy (call to be made at Senate for this vacancy)

The Senate Governance Committee is currently reviewing the membership terms for UEC to explore the possibility of staggering some of the terms for faculty and deans. Some UEC members may be asked to stay on an extra year to allow for this. Information update will follow.

Expressions of interest for other faculty vacancies will be sought from non-Senators elect to serve on UEC and other standing committee from February 19 to March 9, 2018 at which time procedures and nomination form details will be distributed.

## UNDERGRADUATE EDUCATION COMMITTEE MEMBERSHIP 2017/18



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

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

Current as of Jan 1, 2017

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