



UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING
September 29, 2017 - 10:00 AM
A225

AGENDA

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Page

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

4 - 6      **2.1. UEC draft minutes: August 31, 2017**

**3. COURSES AND PROGRAMS**

7 - 10      **3.1. Visual Arts: Course changes**  
Changes including prerequisites and course number: VA 261 (formerly VA 161)

MOTION: To approve the VA 261 course outline as presented.

11 -      **3.2. Visual Arts: Program changes**  
20      Change to program requirements: Visual Arts diploma  
         Change to program requirements: Visual Arts extended minor

MOTION: To approve the changes to the Visual Arts diploma as presented, effective January 2018.

MOTION: To approve the changes to the Visual Arts extended minor as presented, effective January 2018.

21 -      **3.3. Fine Arts: Program changes**  
24      Change to entrance requirements: Bachelor of Fine Arts

MOTION: To recommend the change to the Bachelor of Fine Arts entrance requirements as presented, effective September 2018.

25 -      **3.4. Philosophy: Course outlines**  
29      Review with changes including title: PHIL 364

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

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- 30 - **3.5. Computer Information Systems**  
33 Change to equivalent courses: COMP 360
- MOTION: To approve the COMP 360 course outline as presented.
- 34 - **3.6. Mathematics and Statistics: Course outlines**  
41 Review with changes including prerequisites: STAT 104  
Review with changes including total hours: MATH 480
- MOTION: To approve the STAT 104 course outline as presented.
- MOTION: To approve the MATH 480 course outline as presented.
- 42 - **3.7. Nursing: Course outlines**  
53 Changes including title, credits, prerequisites, corequisites, and total hours:  
NURS 401  
Changes including credits, prerequisites, corequisites, and total hours: NURS  
403  
New course: NURS 402, Professional Nursing: Management
- MOTION: To approve the NURS course outlines as presented.
- 54 - **3.8. Communications: Course outlines**  
67 New course: CMNS 120, Communicating in University  
Review with changes including title and prerequisites: CMNS 385/ENGL 385
- MOTION: To approve the CMNS 120 course outline as presented.
- MOTION: To approve the CMNS 385/ENGL 385 course outline as presented.
- 68 - **3.9. Adult Education: Course outlines**  
81 New course: ADED 421, Advanced Studies of Mindfulness-Based Cognitive  
Therapy  
New course: ADED 422, Wellbeing and Lifelong Learning  
New course: ADED 423, Advanced Studies of Mindfulness-Based Stress  
Reduction
- MOTION: To approve the new ADED course outlines as presented.
- 82 - **3.10. Adult Education: Program changes**  
85 Change to program electives: Bachelor of Arts in Adult Education
- MOTION: To approve the change to the Bachelor of Arts in Adult Education as  
presented, effective January 2018.
- 86 - **3.11. Modern Languages: Course outlines**  
87 Discontinuation: FREN 100

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MOTION: To approve the discontinuation of FREN 100 as presented.

88 -  
108

**3.12. Modern Languages: French program changes**

Change to program requirements: French major

Change to program requirements: French extended minor

Change to program requirements: French minor

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

109 -  
115

**3.13. Modern Languages: New proficiency certificate**

New program: Advanced Proficiency certificate in Japanese

MOTION: To recommend the new Advanced Proficiency certificate in Japanese as presented.

**4. OTHER BUSINESS/DISCUSSION ITEMS**

116

**4.1. Transfer Credit Subcommittee membership**

**4.2. Policy Subcommittee report**

**4.3. Senate report**

**5. ADJOURNMENT**



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

August 31, 2017  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Adrianna Bakos, Donna Alary, Maria Bos-Chan, Rhonda Colwell, Heather Compeau, Vlad Dvoracek, Peter Geller, David Johnston, Bruce Kirkley, Emilio Landolfi, Elaine Newman, Samantha Patridge, Teresa Piper, Kirsten Robertson, Mary Saudelli, Eric Spalding, Ben Vanderlei, and Simon Xi

**ABSENT:** Sue Brigden, John English, Nancy Goad, Shirley Hardman, Ceilidh Hart, David McGuire, and Arashpreet Tamber

**GUESTS:** Lisa Boldt, Marlene Murray

**RECORDER:** Amanda Grimson

#### **1. ANNUAL RETREAT**

##### **1.1. Degree audit and renumbered courses**

M. Murray (Degree Audit Analyst) outlined the possible unintended implications of renumbering courses from upper-level to lower-level and vice versa.

##### **1.2. B.C. high school curriculum changes**

D. Johnston (Registrar) provided an overview of the upcoming changes to the B.C. high school curriculum, including the implications of these changes on admissions and course prerequisites. Some high school courses will be changing names, some will be eliminated, and some will be split into multiple courses. Faculty Curriculum Committees and Councils are expected to look at the changes this fall, with revisions sent to UEC around December.

##### **1.3. Guidelines for committee members and Robert's Rules of Order**

The UFV Secretariat has recently prepared some guidelines for committee members, including an overview of Robert's Rules of Order as they apply to standing committees of Senate.

##### **1.4. Participation marks as a significant portion of final grade**

The use of participation marks as a portion of final grades is periodically discussed at UEC, but there are no guidelines that govern this issue.

Participation is seen as an important component of the grade in many disciplines (Modern Languages, Theatre, etc.), but there are often concerns when this value is particularly high. One specific concern is that participation may be perceived as subjective. There is also the issue of quantity vs. quality, and that non-academic aspects such as gender and culture can affect a student's participation in class. Part of the issue is how "participation" is defined, and how it is

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communicated to students. The Theatre department, for example, uses specific criteria to evaluate participation, which is transparent and communicated to students.

Also of concern is how much is "too much". Historically, UEC has asked for further justification any time a course outline has included more than 10% for participation. Although there may be legitimate reasons for including a higher value, departments should be prepared to demonstrate why this is needed.

UEC did not see the need to articulate guidelines regarding participation, but agreed that its inclusion in course outlines should be justified.

**2. APPROVAL OF UEC BUSINESS AGENDA**

**3. APPROVAL OF UEC MINUTES**

**3.1. UEC draft minutes: June 16, 2017**

**MOTION:**

To approve the draft minutes as presented.

CARRIED

**4. COURSE OUTLINES**

**5. OTHER BUSINESS/DISCUSSION ITEMS**

**5.1. Academic Planning and Priorities Committee (APPC) designate**

Chair E. Spalding will be unable to attend APPC meetings this year, and asked for a designate to represent UEC. A. Bakos volunteered to fill this position for 2017-18.

**5.2. Standing Committees of Senate Rules for the Conduct of Business**

There was no discussion on this item.

**5.3. Draft course outline form and learning outcomes**

Draft revisions to the official course outline were presented for review.

Suggestions:

- Potentially remove "online learning activities" from the typical structure of hours.
- Review the evaluation section to see if changes should be made. For example, are both "midterm exam" and "quizzes/tests" needed? This section originally came from BBCAT's "Transfer-Friendly Course Outline form", which may have been revised recently. That form should be revisited for additional suggestions.
- Consider whether the word "typical" should be changed in certain sections (possibly to "representative"?) or removed.

The UEC Screening Subcommittee will review the form again for further revisions to the evaluation, hours, and equivalent courses sections.

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**6. INFORMATION ITEMS**

**6.1. Minor course changes**

BIO 407, ~~497~~, 499  
CMNS ~~352~~, 430  
ENGR 113  
PHIL 210  
PHYS 410, 457

**6.2. UEC meeting dates for 2017/16**

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

**7. ADJOURNMENT**

The meeting was adjourned at 2:14 pm.

**Memo for Course Changes**

To: Alisa Webb, CACC

From: Shelley Stefan, VA Department Head

Date: March 24, 2017

**Subject: Proposal for revision of VA 261 – Video Production II**

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

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

2. Rationale for change:

The course was overdue for a revision and has been updated by permanent faculty in the relevant discipline to accurately reflect description of offering, its outcomes, and its situation as a 200-level course in the program. The course will be a *significant* jump in technical skills (taught and required) from the previous iteration at the 100-level. It is also a necessary 200-level option for students entering VA 331 – Sculpture and Extended Media.

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

- a. Learning outcomes have been changed to match current course content and reflect a higher level of competency

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

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

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

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

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

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: N/A
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?
10. Estimate of the typical costs for this course, including textbooks and other materials:
  - a. UFV Tuition
  - b. \$100 textbook and supplies

**CWC comment and response:**

- Is it necessary to list 6 hours of student-directed learning? Could this be included in the seminar hours?

*Students spend a significant amount of time outside of class shooting/editing video for the group project. It would misleading to include this work in seminar hours.*



ORIGINAL COURSE IMPLEMENTATION DATE: May 2008  
 REVISED COURSE IMPLEMENTATION DATE: January 2018  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2021  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------|----|------------------|----|------------------------|----|--------------------------------------------|--|----------------------------|--|------------------------------------------------|---|--------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> VA 261                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Video Production II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br><br>This course builds on techniques introduced in VA 160, exploring sound recording and design, green-screen lighting, stop-motion animation, editing for music videos, and development of a pitch package. Emphasis is on professionalism, teamwork, and honing technical skills for creative expression.<br><br>Note: Students with credit for VA 161 cannot take this course for further credit.                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | VA 160.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <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>VA 161</b><br>Cross-listed with:<br>Equivalent course(s): <b>VA 161</b><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total Hours: 60</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: right;">6</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">12</td></tr> <tr><td>Laboratory hours</td><td style="text-align: right;">18</td></tr> <tr><td>Field experience hours</td><td style="text-align: right;">18</td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours: Student Directed Learning</td><td style="text-align: right;">6</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 6 | Seminars/tutorials/workshops | 12 | Laboratory hours | 18 | Field experience hours | 18 | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: Student Directed Learning | 6 | <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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 6         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 12        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 18        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 18        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Other contact hours: Student Directed Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 6         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Maximum enrolment (for information only): 24</b><br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.): annually</b>                                                                                                                                                                                                                                                                                                                                                         |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> Shelley Stefan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> March 24, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> April 7, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of posting:</b> June 2, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> April 7, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> September 29, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

VA 261

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:

- Execute advanced techniques with lighting and sound equipment in creative practice.
- Develop a detailed pitch for a group project according to industry standards.
- Critique and refine subsequent iterations of a production project in a team context.
- Differentiate production roles on a video shoot.
- Analyze a script to determine technical requirements, scheduling, and budget.
- Organize a shoot with consideration for permits, releases, and casting.
- Apply constructive feedback to improve their own technical work
- Develop a toolbox of film and video skills for further use.

## Prior Learning Assessment and Recognition (PLAR)

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

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

Reading, screenings, guided exercises, lab hours, field experience.

**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. Ascher, Steven & Pincus, Edward | The Filmmaker's Handbook             | <input checked="" type="checkbox"/> | Plume     | 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.)

Varies in accordance with student projects.

## Typical Evaluation Methods and Weighting

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

## Details (if necessary):

## Typical Course Content and Topics

Week 1 Intro to course; In-class exercise: refresh camera and lighting skills  
 Week 2 Lecture: Video format/frame rate; In-class exercise: refresh editing skills  
 Workshop: Stop motion animation  
 Week 3 Lecture: Sound design and recording; In-class exercise: recording voices and foley fx  
 Week 4 Workshop: Music videos  
 Week 5 Workshop: Green screen  
 Week 6 In-class work period  
 Week 7 Animation presentation, group project proposals due  
 Week 8 Meetings with instructor for group project  
 Week 9 Start group projects; music video presentation  
 Week 10 Group project: Production meetings  
 Week 11 Group project: In-class shoot day  
 Week 12 Group project: Rough cut screening and feedback  
 Week 13 Group project: Final cut due

**Memo for Program Changes**

To: Alisa Webb, CACC

From: Shelley Stefan – VA Department Head

Date: May 19, 2017

**Subject: Program change Visual Arts Diploma**

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

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

2. Rationale for change(s):

- a. The 2015 VA Program Review identified the need for more courses in figure drawing & painting. This proposed change to the diploma will incorporate these courses into the curriculum.
- b. The removal of AH 205 from the Art History requirements will bring the diploma in line with the VA major. In addition, this will allow for greater versatility in 200-level course offerings.

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?

- a. The VA department has several initiatives at work that aim to indigenize the academy, including the usage of indigenous content in its curricula and programs.

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

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

- a. No impact

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?

a. No

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) N/A
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.

a. 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.

## Visual Arts Diploma

### Program outline

Visual Arts Studio requirements: 30 credits

| Course                                                      | Title                                                       | Credits  |
|-------------------------------------------------------------|-------------------------------------------------------------|----------|
| <del>Choose one of:</del>                                   |                                                             |          |
| Choose one of:<br><br><u>VA 101</u><br><br><u>or VA 113</u> | <u>Figure Drawing</u><br><br><u>Introduction to Drawing</u> | <u>3</u> |
| VA 115                                                      | Introductory Studio I: Material Processes                   | 3        |
| VA 116                                                      | Introductory Studio II: Space, Form, and Time               | 3        |
| Choose one of:                                              |                                                             | 3        |
| VA 160                                                      | Introduction to Video Production                            |          |
| or VA 180                                                   | Digital Photography I (see Note)                            |          |

|                                            |                                                                                    |   |
|--------------------------------------------|------------------------------------------------------------------------------------|---|
| <b>Choose three of:</b>                    |                                                                                    | 9 |
| <a href="#">VA 221</a><br><b>or</b> VA 223 | <a href="#">Drawing II</a><br>Painting <del>and Drawing I</del>                    |   |
| VA 231                                     | Sculpture I                                                                        |   |
| VA 251                                     | Print Media I                                                                      |   |
| VA 271                                     | New Media I – Introduction to Electronic Media                                     |   |
| VA 283                                     | Photography I                                                                      |   |
| <b>Choose three of:</b>                    |                                                                                    | 9 |
| <a href="#">VA 222</a><br><b>or</b> VA 224 | <a href="#">Figure Painting (See note 1)</a><br>Painting <del>and Drawing II</del> |   |
| VA 232                                     | Sculpture II                                                                       |   |
| VA 252                                     | Print Media II                                                                     |   |
| VA 272                                     | New Media II – Computational Media Art                                             |   |

|        |                                              |  |
|--------|----------------------------------------------|--|
| VA 284 | Photography II (see Note <a href="#">2</a> ) |  |
|--------|----------------------------------------------|--|

[Note 1: Students should ensure they have the necessary pre-requisites. Please see the BFA Academic Advisor if in doubt.](#)

Note [2](#): Students with credit for VA 180 may omit VA 284 and complete an extra elective course as described below.

### Art History requirements: 15 credits

| Course                       | Title                                                 | Credits |
|------------------------------|-------------------------------------------------------|---------|
| AH 102                       | History of Western Art: 1400 to the Present           | 3       |
| 100-level Art History course |                                                       | 3       |
| AH 200                       | Critical Approaches to Thinking and Writing about Art | 3       |
| <del>or AH 205/VA 205</del>  | <del>Art Practices and Popular Culture I</del>        | -       |
| 200-level Art History course |                                                       | 3       |

|                                         |   |
|-----------------------------------------|---|
| Art History course, 100-level or higher | 3 |
|-----------------------------------------|---|

### Writing requirements: 3 credits

| Course                | Title            | Credits |
|-----------------------|------------------|---------|
| ENGL 105 (see Note 1) | Academic Writing | 3       |

Note 1: Students who received an A in English 12 or equivalent (English Literature 12, English 12 First Peoples, IB English A (standard level or higher level), or AP English), ENGL 091, or ENGL 099 may replace the ENGL 105 requirement with any ENGL course numbered 108 or higher.

Note 2: UFV's policy is that when a provincial exam is written for English 12, the higher of the school grade or the blended final grade is used.

### Elective requirements: 12 credits

12 credits chosen from:

- Additional Visual Arts credits
- Up to six credits may be BFA-related electives other than VA, chosen from Art History, Fashion Design, Film Studies, Graphic Design, MACS, or Theatre; any ENGL course designated as Creative Writing; or LAS 100 or 206
- Three credits may be any ENGL 100-level or higher, or CMNS ~~155~~125

**Memo for Program Changes**

To: Alisa Webb, CACC

From: Shelley Stefan – VA Department Head

Date: May 19, 2017

**Subject: Program change Visual Arts Extended Minor**

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

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

2. Rationale for change(s):

- a. The 2015 VA Program Review identified the need for more courses in figure drawing & painting. This proposed change will incorporate these courses into the curriculum.
- b. In Bullet 4 - the removal of AH/FILM/MACS courses from the lower-level requirements will encourage students to complete a 100-level course from the studio foundation series

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?

- a. The VA department has several initiatives at work that aim to indigenize the academy, including the usage of indigenous content in its curricula and programs.

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

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

- a. No impact

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?

- a. No

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) N/A
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.
  - a. The Fine Arts advisor has indicated to the department that no student in the extended minor has used a MACS course to fulfill this requirement
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 comment and response:**

- It is unclear whether students should be able to choose only one of (VA 221 or VA 223) and (VA 222 or VA 224), or whether both could be chosen as options to fulfill the requirements. Please confirm.

*Students should choose one of either VA 221 or VA 223 and then one of either VA 222 or VA 224. Recent changes in the VA department have created a bifurcation of Painting and Drawing at the lower level only. Students will obtain 6 credits of Painting OR Drawing at the lower level, and will be able to study at the upper level with the combined VA 321 Painting and Drawing III and VA 322 Painting and Drawing IV.*

*In this regard, while students can specialize in Painting or Drawing, it is still considered a single stream for the purposes of program completion. Students choose studio disciplines for program completion from:*

- *Painting and or Drawing*
- *Sculpture and Extended Media*
- *Print Media*
- *Photography*

*The VA department is actively developing a Video Media stream that will add a fifth studio option in the near future.*

## Visual Arts extended minor

This section specifies the Visual Arts extended minor requirements only. Please refer to the [Bachelor of Arts](#) or [Bachelor of Fine Arts](#) section for information on additional requirements. Please check the Bachelor of Arts [residency](#) section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

~~Students in the Visual Arts extended minor will specialize in two studio disciplines, taking a series of four consecutive courses over four semesters in each. The two studio disciplines will be chosen from:~~

- ~~• Painting and Drawing (VA 223, VA 224, VA 321, and VA 322)~~
- ~~• Sculpture (VA 231, VA 232, VA 331, and VA 332)~~
- ~~• Print Media (VA 251, VA 252, VA 351, and VA 352)~~
- ~~• New Media (VA 271, VA 272, VA 371, and VA 372)~~
- ~~• Photography (VA 283, VA 284, VA 383, and VA 384)~~

### Lower-level requirements: 21 credits

- Six credits of 100- or 200-level AH courses (see Note 2)
- Six credits chosen from VA [221 or](#) 223, 231, 251, 271, or 283
- Six credits chosen from [one of](#) VA [222 or](#) 224, 232, 252, 272, or one of VA 180 or VA 284
- Any 100-~~or 200~~-level VA, ~~AH, FILM, or MACS~~ courses, or IPK 277

Note 1: In order to be eligible to take the required upper-level courses, students must ensure they complete the appropriate lower-level prerequisites.

Note 2: Students completing a double extended minor in Visual Arts and Art History will be permitted to substitute lower-level FILM or MACS course for lower-level AH, if necessary to complete program requirements without duplications.

### Upper-level requirements: 16 credits

- Four credits of 300- or 400-level Art History
- Six credits chosen from VA 321, 331, 351, 371, or 383
- Six credits chosen from VA 322, 332, 352, 372, or 384

### Visual Arts minor

This section specifies the Visual Arts minor requirements only. Please refer to the [Bachelor of Arts](#) or [Bachelor of Fine Arts](#) section for information on additional requirements. Please check the Bachelor of Arts [residency](#) section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

### Lower-level requirements: 12 credits

12 lower-level credits in Visual Arts, Film, and Art History, including:

- One Art History course
- One Visual Arts course

### Upper-level requirements: 15 credits

15 credits in Visual Arts and Art History, including:

- One Art History course, 300-level or above
- One Visual Arts course, 300-level or above

Note 1: In order to be eligible to take the required upper-level courses, students must ensure they complete the appropriate lower-level prerequisites.

Note 2: See [official course outlines](#) for prerequisites for Directed Study courses.

**Memo for Program Changes**

To: Alisa Webb, Chair of the College of Arts Curriculum Committee

From: Shelley Stefan, Chair of BFA Program Committee

Date: April 28, 2017

**Subject: Program change: Bachelor of Fine Arts**

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 Bachelor of Fine Arts requires a B in English 12 for entrance. The norm for most other degree programs at UFV is C+. This change will bring the BFA into line with other degree programs, while also maintaining access to required writing courses. Also, after consultation with the Office of the Registrar it is apparent that UFV does not have a way for international applicants to be evaluated for an equivalency to a B in English 12. The current English Language Proficiency Standards for admission to diploma and degree level studies do equate many of our recognized standard tests for English proficiency to a C+ in English 12.**
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: **Not applicable.**
4. What consideration has been given to indigenizing the curriculum? **English 12 First Peoples is one of the options for the English 12 equivalency.**
5. Will additional resources be required? If so, how will these costs be covered? **Not applicable.**
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? **Lowering the required English 12 grade is expected to increase enrolment in the BFA program. However, there will likely be a corresponding drop in entrance to the VA diploma, the default program of entrance for applicants without a B in English 12. The overall result will likely be neutral or a very slight increase for the BFA.**

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? **Not applicable.**
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.) **Not applicable.**
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. **Not applicable.**
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. **Consulting by email.**

# Bachelor of Fine Arts degree

## Entrance requirements

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

1. B.C. Secondary school graduation or equivalent.

2. ~~B~~-C+ in English 12 (see Note).

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

3. Portfolio review and possible interview.

Students who do not meet these requirements will be considered for the Visual Arts diploma or **Qualifying Studies**.

### Option 2: University entrance (for students who have post-secondary credit in BFA-related courses; see Notes below)

Completion of a minimum of 15 university-level credits in BFA-related disciplines with a minimum of 2.33 GPA, and an overall cumulative GPA of 2.0 on all courses attempted.

**or**

Completion of a minimum of nine university-level credits in BFA-related disciplines with a GPA of 3.0 or better, and an overall cumulative GPA of 2.33 on all courses attempted.

**or**

A UFV diploma in Visual Arts, Fashion Design, Graphic and Digital Design, or Theatre Arts.

**or**

A UFV Associate of Arts degree with an option in Theatre or MACS.

Note 1: For the purpose of Admissions, credits earned in the following BFA-related disciplines will be considered: Art History, Fashion Design, Film Studies, Graphic Design, Media and Communication

Studies, Theatre, and Visual Arts. Credits earned in Creative Writing courses offered by the English department will also be considered: ENGL 104, 208, 211, 212, 213, 215, 302, 303, 311, 313, 315, 317, 373, 377, 378, 381.

Note 2: Applicants who do not meet the requirements for entrance under Option 2 will be considered under Option 1, and will need to submit a portfolio of work to determine eligibility.

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

Students who do not meet these requirements will be considered for the Visual Arts diploma or **Qualifying Studies**.

**Memo for Course Changes**

To: CWC, CACC, CAC, UEC, Senate

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

Date: March 9, 2017

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

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

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

2. Rationale for change: **The calendar description has been shortened in accordance with the general request for shorter calendar descriptions. Learning outcomes have been reworded to more clearly reflect the learning outcomes of the course and program.**

*Note: Calendar description has been further revised as a result of the June 16, 2017 UEC meeting.*

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): **There are no substantial changes to the learning outcomes other than how they are worded. The goal of the changes is to clarify the intended outcomes.**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **n/a**
5. Which program areas have been consulted about the change(s)? **n/a**
6. What consideration has been given to indigenizing the curriculum?  
**Research assignments, discussion topics, and examples will allow students to explore what it means for the children of indigenous populations to have a right to their culture, a right to an education, and consider different answers to the question of who has the duty of making sure these rights are upheld.**
7. If this course is not eligible for PLAR, explain why: **n/a**

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?
10. Estimate of the typical costs for this course, including textbooks and other materials: **The cost to students will be textbooks. The textbooks will typically cost no more than \$70.**



ORIGINAL COURSE IMPLEMENTATION DATE: September 2004  
 REVISED COURSE IMPLEMENTATION DATE: January 2018  
 COURSE TO BE REVIEWED: (six years after UEC approval) January 2021  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PHIL 364                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Philosophy of Childhood                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Department (or program if no department):</b> Philosophy                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><br>What is a child? The concept of a child occupies a precarious position and has not always received the attention that it deserves. Not yet a fully rational agent, but endowed with the potential to become one, the child's status spells trouble for core philosophical concepts. Theories of rationality, freedom, personal identity, and responsibility all impact children and their caregivers, yet often ignore them. Delving into philosophical theory and the practical issues of childhood, this course is of great importance not just to philosophers but to anyone who works with children, has children, or was once a child.                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                             |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: right;">15</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">30</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 15 | Seminars/tutorials/workshops | 30 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>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> Every second year                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Anastasia Anderson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b> October 2, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> April 7, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of posting:</b> June 2, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> April 7, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> September 29, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**PHIL 364**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**Learning Outcomes**

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

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

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

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

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

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

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

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

**Typical Text(s) and Resource Materials (also see Supplemental Texts and Resource Materials form)**

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

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

None

**Typical Evaluation Methods and Weighting**

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

**Details (if necessary):** Assignments may consist of two essays (total 40%) and a research paper (30%).

**Typical Course Content and Topics**

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

## Supplemental Texts and Resource Materials Form

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

|     | <u>Author (surname, initials)</u> | <u>Title (article, book, journal, etc.)</u>                                                                                                                                                                                                                                                                                                                                                                                                                    | <u>Publisher</u>                     | <u>Year</u> |
|-----|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------|
| 1.  | Howe, R. Brian                    | Implementing the Convention on the Rights of the Child in Canada A Question of Commitment. In Clark Butler (Ed.), <i>Child Rights: The Movement, International Law, and Opposition</i> (pp.141-155)                                                                                                                                                                                                                                                            | Indiana: Purdue University Press.    | 2012        |
| 2.  | Brighouse, Harry                  | What Rights (if any) Do Children Have? In David Archard (Ed.), <i>The Moral and Political Status of Children</i> (pp.31-53).                                                                                                                                                                                                                                                                                                                                   | Oxford: Oxford University Press.     | 2002        |
| 3.  | Brennan, Samantha                 | Children's Choices or Children's Interests: Which do their rights protect? In David Archard (Ed.), <i>The Moral and Political Status of Children</i> (pp.53-70).                                                                                                                                                                                                                                                                                               | Oxford: Oxford University Press.     | 2002        |
| 4.  | Purdy, Laura                      | Can Having Children be Immoral? In Peg Tittle (Ed.), <i>Should Parents be Licensed?</i> (pp.143-157).                                                                                                                                                                                                                                                                                                                                                          | Amherst: Prometheus Books.           | 2004        |
| 5.  | Bayne, Tim                        | In Defense of Genethical Parity. In David Archard and David Benatar (Eds.), <i>Procreation and Parenthood: The ethics of bearing and rearing children</i> (pp31-56).                                                                                                                                                                                                                                                                                           | Oxford: Oxford University Press.     | 2010        |
| 6.  | O'Neill, Onora                    | Begetting Bearing and Rearing. In Onora O'Neill (Ed.), <i>Having Children: Philosophical and Legal Reflections on Parenthood</i> (pp.25-38).                                                                                                                                                                                                                                                                                                                   | New York: Oxford.                    | 1979        |
| 7.  | Robertson, John                   | Procreative Liberty. In Peg Tittle (Ed.), <i>Should Parents be Licensed?</i> (pp.211-223).                                                                                                                                                                                                                                                                                                                                                                     | Amherst: Prometheus Books.           | 2004        |
| 8.  | LaFollette, Hugh                  | Licensing Parents. In Peg Tittle (Ed.), <i>Should Parents be Licensed?</i> (pp.51-64).                                                                                                                                                                                                                                                                                                                                                                         | Amherst: Prometheus Books.           | 2004        |
| 9.  | Richards, Norvin                  | <i>The Ethics of Parenthood</i> (Chapter 3).                                                                                                                                                                                                                                                                                                                                                                                                                   | Oxford: Oxford University Press.     | 2010        |
| 10. | Feinberg, Joel                    | The Child's Right to an Open Future. In William Aiken and Hugh LaFollette (Eds.), <i>Whose Child? Children's Rights, Parental Authority and State Power</i> (pp.124-153).                                                                                                                                                                                                                                                                                      | New Jersey: Littlefield, Adams & Co. | 1980        |
| 11. | Archard, David                    | <i>Children: Rights and Childhood</i> (pp.70-81)                                                                                                                                                                                                                                                                                                                                                                                                               | London; New York: Routledge.         | 1993        |
| 12. | Blustein, Jeffrey                 | Adolescence and Criminal Responsibility. <i>International Journal of Applied Philosophy</i> , vol. 2, pp. 1-17, Fall 1985.                                                                                                                                                                                                                                                                                                                                     |                                      | 1985        |
| 13. | Mathews, Gareth                   | <i>Philosophy and the Young Child</i> . (Chapter Three).                                                                                                                                                                                                                                                                                                                                                                                                       | Cambridge: Harvard University Press. | 1980        |
| 14. | Archard, David                    | Wrongful Life" <i>Philosophy</i> 79, 2004.                                                                                                                                                                                                                                                                                                                                                                                                                     |                                      | 2004        |
| 15. | Brighouse, Harry and Swift, Adam  | Parents' Rights and the Value of the Family" <i>Ethics</i> , vol. 117 No.1, 80-108.                                                                                                                                                                                                                                                                                                                                                                            |                                      | 2006        |
| 16. | Mills, Claudia                    | The Child's Right to an Open Future?" <i>Journal of Social Philosophy</i> , vol.34 No.4, Winter 2003, 499-509.                                                                                                                                                                                                                                                                                                                                                 |                                      | 2003        |
| 17. | O'Neill, Onora                    | Children's Rights and Children's Lives" <i>Ethics</i> Vol. 98, No. 3, 445-463.                                                                                                                                                                                                                                                                                                                                                                                 |                                      | 1988        |
| 18. | Richards, Norvin                  | Criminal Children" <i>Law and Philosophy</i> , vol.16, No.1, 63-89.                                                                                                                                                                                                                                                                                                                                                                                            |                                      | 1997        |
| 19. | Schapiro, Tamar                   | What is a Child?" <i>Ethics</i> 109 (July 1999) 715-738.                                                                                                                                                                                                                                                                                                                                                                                                       |                                      | 1999        |
| 20. | Turpel-LaFond, Mary Ellen         | "Aboriginal Children: Human Rights as a Lens to Break the Intergenerational Legacy of Residential Schools" (July, 2012). Representative of Children and Youth of British Columbia. Accessed from <a href="https://www.rcybc.ca/reports-and-publications/editorials-and-submissions/submission-truth-and-reconciliation-commission">https://www.rcybc.ca/reports-and-publications/editorials-and-submissions/submission-truth-and-reconciliation-commission</a> |                                      | 2012        |
| 21. |                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                      |             |
| 22. |                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                      |             |
| 23. |                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                      |             |
| 24. |                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                      |             |
| 25. |                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                      |             |

**Memo for Course Changes**

To: Amanda Grimson, Tracy Ryder Glass

From: CIS

Date: 1/26/2017

**Subject: Proposal for revision of COMP 360 Computer Graphics**

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: **Striking the restriction that “Students cannot obtain credit for both of CIS 496 Advanced Topics in Computer Applications – Computer Graphics and COMP 360 Computer Graphics”.**

2. Rationale for change:

**This gives students flexibility to do an advanced topics course on computer graphics, in addition to the intermediate course on computer graphics. We see no reason why they should be unable to do both.**

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:

**N/A**

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

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

**N/A**

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

**N/A**

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

**\$100 (textbook)**

**CWC comments and responses:**

- Is the intention that the change in an equivalency with CIS 496 be retroactive, or only from this point on?  
*We would like to make it only from this point on.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2003  
**REVISED COURSE IMPLEMENTATION DATE:** January 2018  
**COURSE TO BE REVIEWED: (six years after UEC approval)** February 2018  
**Course outline form version:** 10/29/2012

## 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 360                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Computer Graphics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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> CIS                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>This course focuses on the development of Computer Graphics technology. Topics include graphics hardware, lighting models, texture models and the geometric representation of shapes and surfaces.                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | Admission to the Bachelor of Computer Information Systems degree and COMP 251.<br>Note: Students admitted to a CIS or Computing Science minor may register with department permission.                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: right;">45</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 45 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Maximum enrolment (for information only):</b> 35<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Once per 12-18 months                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of posting:</b> May 26, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> April 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> September 29, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

## Learning Outcomes

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

- Assess current hardware and software technologies for 3D computer graphics.
- Explain the 3D rendering process.
- Describe geometric models and their corresponding data structures.
- Demonstrate 3D transformations and composite transformations.
- Explain projections and the specification of a view.
- Demonstrate illumination models and texture mapping.
- Implement the behavior and interaction between objects.
- Give examples of advanced animation techniques.
- Illustrate advanced rendering techniques.
- Design and build 3D graphic applications: CAD systems, flight simulators, and interactive games.

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

This is a lab-based course based on case studies and extensive development practice. The course will be delivered in lecture-lab format with numerous demonstrations. The lab portion will give students and the instructor the ability to view and interact with current projects.

## Methods of obtaining Prior Learning Assessment and Recognition (PLAR)

☐ Examination(s) ☐ Portfolio assessment ☐ Interview(s)

☒ Other (specify): Course challenge with departmental approval

☐ PLAR cannot be awarded for this course for the following reason(s):

**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. H. Zhang, Y. D. Liang   | Computer Graphics Using Java 2D and 3D | <input checked="" type="checkbox"/> | Prentice Hall | 2007 |
| 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.)

## Student Evaluation:

Grading will be based on the students successfully completing a number of short assignments and a large programming project. Peer evaluation will be employed in grading the group-based term project.

## Typical Course Content and Topics

- **Overview of Computer Graphics:** Introduction, Computer Graphics Systems and Related Fields, Java 2D and Java 3D
- **2D Graphics: Basics:** Introduction, 2D Rendering Process, 2D Geometry and Coordinate Systems, The Graphics 2D Class, Graphing Equations, Geometric Models, Constructive Area Geometry, General Path
- **2D Graphics: Rendering Details:** Colors and Paints, Strokes, Affine Transformation, Compositions of Transformations, Transparency and Compositing Rules, Clipping, Text and Font
- **2D Graphics: Advanced Topics:** Spline Curves, Custom Primitives, Image Processing, Creating Fractal Images, Animation, Printing
- **Basic 3D Graphics:** Introduction, 3D Rendering Process, Java 3D API Overview, Java 3D Scene Graphs, The Superstructure, The Nodes, The Node Components, The Structure of a Java 3D Program, Backgrounds and Bounds, Compiling Scene Graphs and Capacity Bits
- **Graphics Contents:** Introduction, Points and Vectors, Geometry, Geometry Info, Primitives, Fonts and Texts, Appearance and Attributes
- **Geometric Transformation:** 3D Affine Transformations, Transformations in Scene Graphs, Composite Transforms, Constructing Geometries with Transformations
- **Views:** Introduction Projections, Specification is a View, Java 3D View Model, Picking, Head Tracking
- **Lighting and Texturing:** Introduction, Lights, Illumination Models, Material, Atmospheric Attenuation and Depth Cueing, Texture Mapping, Texture Coordinates Generation
- **Behavior and Interaction:** Introduction, Behavior, Interaction, Behavior and Picking
- **Animation:** Introduction, Alpha Objects, Interpolators, Morphing, LOD, Billboard
- **Additional 3D Topics:** 3D Curves, Surfaces, Sound, Shadows, Geometry Change, Off Screen Rendering, 3D Textures

**Memo for Course Changes**

To: Allan Arndt (Chair, FSCC)

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

Date: April 12, 2017 (Prerequisites and contact hour allocation updated August 2, 2017)

**Subject: Proposal for revision of STAT 104**

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: *6-year review and prerequisite list update.*

*Prerequisite list changes: two more options are being introduced up for students to enter STAT 104. One option (any UFV MATH course numbered 092 or higher) is to allow students in who don't have a BC high school background, but demonstrate preparedness by taking or transferring in a mathematics course that is at a higher level than those already listed. The other (a score of 17/25 or better on Part A of the MSAT) gives students without a listed background course a way to challenge entry into 104, perhaps by studying independently.*

*The allocation of contact hours has been corrected to 40 lecture and 20 lab (from 45 lecture and 15 lab) to more accurately represent the proportion of contact time that is allocated to each of these instructional delivery styles.*

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

*There are not substantial changes to the learning outcomes.*

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

*N/A (No significant changes)*

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

*N/A (No significant changes)*

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

*Indigenization is encouraged at the program level through breadth/elective requirements. Students can choose from courses where indigenization is appropriate to the course content and discipline.*

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

*This course is eligible for PLAR.*

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

- 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 for this course.*

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

*Textbook and access code for online resources: approximately \$200*



ORIGINAL COURSE IMPLEMENTATION DATE: September 1993  
 REVISED COURSE IMPLEMENTATION DATE: January 2018  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2023  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|----|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> STAT 104                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Introductory Statistics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department (or program if no department):</b> Mathematics & Statistics                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br><br>A basic introduction to descriptive statistics, probability, sampling, estimation, hypothesis testing, correlation, and regression. Recommended for anyone who wishes to evaluate research involving statistical analysis, especially students in humanities and social science. Using statistical computer software is essential to this course.<br><br>Note: As a general rule, students with Mathematics 11 are expected to take STAT 104, those with Mathematics 12 are expected to take STAT 106, and those with a full year of calculus are expected to take STAT 270/MATH 270. Before registering, students should check the requirements for their program. Students with STAT 104 may subsequently take STAT 270 in order to satisfy the requirements for a math degree.<br>Note: Students with credit for MATH 104, MATH 106, STAT 106, or STAT 270/MATH 270 cannot take this course for further credit. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | One of the following: (C or better in one of Principles of Math 11, Applications of Math 11, MATH 085, Foundations of Mathematics 11, or Pre-calculus 11) or (B or better in Apprenticeship and Workplace Mathematics 12) or (one of Foundations of Mathematics 12, Pre-calculus 12, Principles of Math 12, or Applications of Math 12) or (any UFV MATH course numbered 092 or higher) or (a score of 17/25 or better on Part A of the MSAT) or (45 university-level credits with department permission).                               |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>MATH 104</b><br>Cross-listed with:<br>Equivalent course(s): <b>See calendar description note</b><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input 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>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: center;">40</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table>                                                                                                                                                                                                                          |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 40 | Seminars/tutorials/workshops |  | Laboratory hours | 20 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 40        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| 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> 36<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Every semester.                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> Ian Affleck                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date approved:</b> May 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> May 26, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of posting:</b> September 15, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Lucy Lee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> May 26, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> September 29, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

**Learning Outcomes**

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

1. Construct histograms, boxplots and other graphs from raw data; and interpret these graphs
2. Obtain simple measures of location and dispersion from the data, and interpret the same;
3. Calculate the correlation between two linearly related variables, and obtain, use and interpret lines of "best" fit;
4. Solve simple problems in probability requiring knowledge of conditional probability and statistical independence;
5. Use simple mathematical models for commonly occurring situations such as sampling with replacement, and physical or biological measurements;
6. Solve simple problems involving the distribution of the sample mean;
7. Construct and interpret confidence intervals for means and proportions and for differences in means, and check the conditions for inference in these cases
8. Conduct tests of hypotheses for means and proportions and for differences in means, interpret p-values, check conditions for inference in these cases;
9. Draw inferences using linear regression.
10. Apply Pearson's chi-square statistic to draw inferences in appropriate categorical sampling situations;
11. Identify sources of potential bias in data and be able to obtain their own random samples.
12. Use statistical software for calculations and graphs throughout the course

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

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

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

A calculator is required.

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

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

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

|    | Author (surname, initials)              | Title (article, book, journal, etc.)                       | Current ed.                         | Publisher | Year |
|----|-----------------------------------------|------------------------------------------------------------|-------------------------------------|-----------|------|
| 1. | Moore, D.S., Notz, W.I. & Fligner, M.A. | The Basics Practice of Statistics, 7 <sup>TH</sup> Edition | <input checked="" type="checkbox"/> | Freeman   | 2015 |
| 2. |                                         |                                                            | <input type="checkbox"/>            |           |      |
| 3. |                                         |                                                            | <input type="checkbox"/>            |           |      |
| 4. |                                         |                                                            | <input type="checkbox"/>            |           |      |
| 5. |                                         |                                                            | <input type="checkbox"/>            |           |      |

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

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 40% | Assignments: | 10% | Midterm exam:     | 30% | Practicum: | %    |
| Quizzes/tests: | 20% | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | %   | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

1. Introduction to statistical concepts, e.g. variation; and software, e.g. MINITAB, Excel, SPSS.
2. Descriptive statistics: Use statistical software to obtain histograms, stem-and-leaf plots, boxplots, etc. Measures of location, e.g. mean, median, mode; and scale, e.g. standard deviation, quartiles. Bivariate data: use statistical software to obtain correlation, linear regression line, use and interpret computer output.
3. Probability: Two-way tables, Venn and tree diagrams; joint, marginal and conditional probability. Independence and dependence. Simple models for discrete random variables, sampling with and without replacement. The normal distribution, standardization application of Central Limit Theorem.
4. Inferential statistics: Estimation, confidence intervals and tests of hypothesis for means, proportions and differences of means; p-values; conditions for inference. Pearson's chi-square statistic applied to a variety of problems, e.g. goodness-of-fit, testing for independence in a two-way table. Confidence intervals and test of hypothesis about the slope in simple linear regression.
5. Bad sampling designs (eg voluntary response samples, convenience samples) and other sources of error in data, use random number table to obtain simple random samples.
6. If time allows: simple experimental design.

**Memo for Course Changes**

To: Allan Arndt (Chair, FSCC)

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

Date: April 12, 2017

**Subject: Proposal for revision of MATH 480**

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: *6-year review, shortening of calendar description, and correction of contact hours from 60 to 45.*

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

*There are not substantial changes to the learning outcomes.*

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

*N/A (No significant changes)*

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

*N/A (No significant changes)*

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

*Indigenization is encouraged at the program level through breadth/elective requirements. Students can choose from courses where indigenization is appropriate to the course content and discipline.*

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

*This course is eligible for PLAR.*

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

- 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 for this course.*
10. Estimate of the typical costs for this course, including textbooks and other materials:
- Textbook (approximately \$150-200) may or may not be required, depending on the particular topic covered by the course.*



ORIGINAL COURSE IMPLEMENTATION DATE: January 2005  
 REVISED COURSE IMPLEMENTATION DATE: January 2018  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2023  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> MATH 480                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Course Full Title:</b> Selected Topics in Mathematics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> Mathematics & Statistics                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Calendar Description:</b><br>Designed for students who wish to examine in greater depth a particular topic in mathematics. It will be offered either as an individual reading course or as a seminar, depending on student and faculty interest.<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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | Four upper-level Mathematics courses and instructor's permission. Certain programs of study may require more particular prerequisites.                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <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; margin-top: 5px;"> <tr><td>Lecture hours</td><td></td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: center;">45</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: center;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | Seminars/tutorials/workshops | 45 | 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> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Maximum enrolment (for information only):</b> 24<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> By student request and Department approval                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Department / Program Head or Director:</b> Ian Affleck                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> November 21, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> April 28, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of posting:</b> September 15, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Dean/Associate VP:</b> Lucy Lee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> April 28, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> September 29, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |

MATH 480

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:

- Demonstrate advanced knowledge of the selected area, through discussions, seminars, and written presentations
- Solve problems at a level typical of an upper-level mathematics course
- Identify key sources of information for self-guided study in the area in question *i.e.* books, journal articles, online resources, etc.
- Practice advanced, independent study skills
- Prepare moderate length presentations or seminars in topics in mathematics

## Prior Learning Assessment and Recognition (PLAR)

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

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

Individual tutorials or small seminar groups.

**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. N. Young                | An Introduction to Hilbert Space                 | <input type="checkbox"/> | Cambridge University Press | 1988 |
| 2. L. Debnath, PMikusinski | Introduction to Hilbert Spaces with Applications | <input type="checkbox"/> | Academic Press             | 1997 |
| 3.                         |                                                  | <input type="checkbox"/> |                            |      |
| 4.                         |                                                  | <input type="checkbox"/> |                            |      |
| 5.                         |                                                  | <input type="checkbox"/> |                            |      |

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

## Typical Evaluation Methods and Weighting

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

## Details (if necessary): \*

\* Students must obtain at least 40% on the final exam to pass the course.

## Typical Course Content and Topics

The following description of course content, and the typical textbooks listed above, are a sample for a course on Hilbert space. This particular course content assumes the student has covered the content of MATH 211 and MATH 340.

1. Inner product spaces: linear spaces, inner products, parallelogram law.
2. Normed spaces: norms, completeness, Hilbert and Banach spaces, orthogonal expansions.
3. Fourier series: mean-square convergence, Bessel and Parseval inequalities, Fejer kernel, Weierstrass approximation theorem.
4. Dual spaces: linear functionals, the dual space, Riesz representation theorem.
5. Linear operators: inverse, adjoint, Hermitian operators, spectral theory for compact operators, unbounded operators, differential and integral operators, contractions.

**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: May 10<sup>th</sup>, 2017

**Subject: Proposal for revision of NURS 401 and NURS 403**

Summary of changes (select all that apply):

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

2. Rationale for change:

- Revisions are being made to allow for improved levelling of nursing concepts across the 4 year BSN Program and to enhance leadership/communication qualities of students.

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.
- The learning outcomes reflect the standards of practice for a Registered Nurse (RN) in B.C. The course outlines reflect overall standards of practice inherent in the program outcomes.
- All changes have already been approved for the first 3 years and up.

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 February 10<sup>th</sup>, 2017.

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:
  - a. Credit value
 

**Semester 7:**

    - 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.
    - As of January 2018, HSC 312 will be discontinued for year 3 of the program; the concepts related to Canadian Health Care systems has been integrated and levelled across the 4 year program.
    - As of September 2018, HSC 410 will be discontinued; with the revised curriculum, HSC 410 has been integrated across the 4 year program.
    - There will be an overall increase in tuition of \$147.40 for semester 7

Note: The overall cost of tuition across year 4 in the revised curriculum is an increase by 1 credit from the current program; please see figures below.

| Semester 6-current program          |           |
|-------------------------------------|-----------|
| Course                              | Credits   |
| NURS 304 Multiple Transitions       | 4         |
| NURS 306 Nursing Practice           | 5         |
| NURS 307 Nursing Research           | 3         |
| HSC 312 Canadian Health Care System | 3         |
| Elective (any discipline)           | 3         |
| <b>Total</b>                        | <b>18</b> |

| Semester 6-Revised program                |           |
|-------------------------------------------|-----------|
| Course                                    | Credits   |
| NURS 304 Health & Wellness: Complex Care  | 4         |
| NURS 305 Professional Nursing: Leadership | 3         |
| NURS 306 Nursing Practice                 | 6         |
| Elective                                  | 3         |
| <b>Total</b>                              | <b>16</b> |

| <b>Year 4</b> Semester 7                      |          | Semester 8                   |            |
|-----------------------------------------------|----------|------------------------------|------------|
| Course                                        | Credits  | Course                       | Credits    |
| NURS 401 Community Health                     | 5        | NURS 406 Preceptorship       | 15         |
| NURS 403 Nursing Practice                     | 4        | <u>Total</u>                 | 15         |
| <b>HSC 410 Health Law</b>                     | <b>3</b> | <b>Total Program Credits</b> | <b>132</b> |
| NURS 490/491 – Nursing Elective               | <u>3</u> |                              |            |
| <u>Total</u>                                  | 15       |                              |            |
| <b>Year 4</b> Semester 7                      |          | Semester 8                   |            |
| Course                                        | Credits  | Course                       | Credits    |
| NURS 401 Health & Wellness – Community Health | 4        | NURS 406 Preceptorship       | 15         |
| NURS 402 Professional Nursing – Management    | 3        | <u>Total</u>                 | 15         |
| NURS 403 Nursing Practice                     | 6        | <b>Total Program Credits</b> | <b>132</b> |
| Nursing Elective                              | <u>3</u> |                              |            |
| <u>Total</u>                                  | 16       |                              |            |

- b. Class size limit: will be a maximum of 54 for NURS 401, NURS 402 and NURS 403, as the fast track & LPN Access join semester 6 in the fall.
  - c. Frequency of offering: All courses will be offered in the fall and winter.
  - d. Resources required (labs, equipment): No change
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?
  - There is a clinical component in NURS 403. It is evident in the time table. There is an increase of cost by 1 credit
10. Estimate of the typical costs for this course, including textbooks and other materials:
 

Textbooks are typically \$1000 in the first semester of the BSN Program. Texts purchased at the beginning of the program are used throughout the program.

Tuition:       NURS 401- \$589.60 plus text  
                   NURS 402- \$442.20 plus text  
                   NURS 303- \$884.40

**CWC comments and responses:**

- Prerequisites: is admission to the BSN redundant, given the prerequisite courses?

*This is the consistent language on all of our program outlines, however this can be removed on all 3 outlines if UEC prefers.*

- Screening would also like to see the program changes (memo and calendar copy) connected to these changes, so that they can be sent to UEC together with the course outlines.

*We will only be submitting NURS 401, NURS 402 and NURS 403 for the upcoming UEC meeting, Sept. 29, in anticipation of a January 2018 implementation. The discontinuation of HSC 312 and HSC 410 and ongoing program changes will not be submitted to UEC at this time but will be submitted to Health Sciences Faculty Council for approval this month. These will be the anticipated changes that will be submitted to UEC later this fall. Apologies for any confusion.*

- NURS 401 prerequisites: why are STAT 104 and 106 being added to the prerequisites? (Addition of these courses to the prereqs will also require notice in the calendar before this can be implemented.) Also, is admission to the BSN redundant, given the prerequisite courses?

*STATs 104/106 is required prior to going into the final preceptorship and there is epidemiology content covered in N401 that requires an understanding of STATS.*

- Is there an inconsistency between NURS 401's title "Community Health" and the calendar description of a "local, regional, and global perspective"?

*The calendar description now specifies "community nurse" who works from a local, regional and global perspective; hopefully this clarifies the description.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1998  
**REVISED COURSE IMPLEMENTATION DATE:** January 2018  
**COURSE TO BE REVIEWED: (six years after UEC approval)** January 2023  
**Course outline form version:** 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|----|--------------------------------------------------------------------------------------------------|----|--------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> NURS 401                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Health and Wellness: Community Health                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Health & Wellness: Community                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Health Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> School of Health Studies, Bachelor of Science in Nursing                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br><br>The social determinants of health and the role of the community nurse in meeting health goals will be analyzed through local, regional, and global perspectives.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | Admission to the Bachelor of Science in Nursing program, NURS 304, NURS 305, NURS 306, and one of (STAT 104 or STAT 106).                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | NURS 402 and NURS 403.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <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;"> <tr><td>Lecture hours</td><td style="text-align: right;">10</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td style="text-align: right;">20</td></tr> <tr><td>Other contact hours: In class learning activities (case studies, in class application exercises)</td><td style="text-align: right;">30</td></tr> <tr><td><b>Total</b></td><td style="text-align: right;"><b>60</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 10 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities | 20 | Other contact hours: In class learning activities (case studies, in class application exercises) | 30 | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Other contact hours: In class learning activities (case studies, in class application exercises)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Every semester                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> Hannah MacDonald                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b> November 21, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> February 10, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of posting:</b> September 22, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Joanne MacLean                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> February 10, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> September 29, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

**NURS 401**

**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 the impact of the Social Determinants of Health on health & wellness for individuals, families, communities, and populations.
2. Evaluate the resources available to optimize health and wellness for individuals, families, communities, and populations.
3. Analyze the relationship between environment and the health and wellness of communities and populations.
4. Plan interventions that meet the health needs of individuals, families, communities, and specific populations.
5. Apply concepts of epidemiology to selected populations.
6. Discuss the role of the nurse in achieving global health goals.

**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, guest lecture, small group discussion, large group discussion, online instruction.

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

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

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

|    | Author (surname, initials)                                                         | Title (article, book, journal, etc.) | Current ed.                 | Publisher | Year |
|----|------------------------------------------------------------------------------------|--------------------------------------|-----------------------------|-----------|------|
| 1. | Kaakinen, J. R., Coehlo, D. P., Steele, R.,<br>Tabacco, A., & Harmon Hanson, S. M. | Family Health Care Nursing           | 5 <sup>th</sup> ed.         | FA Davis  | 2015 |
| 2. | Stanhope, M., Lancaster, J., Jessup-<br>Falcioni, H., Viveralis-Dresler, G.        | Community Health Nursing in Canada   | 3 <sup>rd</sup><br>Canadian | Elsevier  | 2017 |

**Typical Evaluation Methods and Weighting**

|             |     |                               |     |               |     |        |      |
|-------------|-----|-------------------------------|-----|---------------|-----|--------|------|
| Final exam: | 40% | Assignments (academic paper): | 30% | Midterm exam: | 30% | Total: | 100% |
|-------------|-----|-------------------------------|-----|---------------|-----|--------|------|

**Typical Course Content and Topics**

1. Person: Individual, Family, Community and Population
  - Community health
    - Home health, home assessment, allocation of support hours
    - Public health support
    - Community resources
  - Health Promotion
  - Epidemiology
    - Health surveillance
  - Vulnerable populations
    - Immigrants and refugees
    - Homeless
    - Frail elderly
    - Complex health situations
2. Environment: Physical, Socioeconomic, Political
  - Food security (national and global level)
  - Climate change
    - Air quality
  - Community assessment
    - Home/neighbourhood risk assessment
  - Unemployment rates
  - Education and health literacy
  - Emergency preparedness and response
  - Health policy
3. Environment: Health Care Delivery/System
  - Evaluation and outcomes of health care programs
  - Out of province health care
  - Community health nursing (public health and home health)
  - Continuum of care
4. Health: Culture
  - Focus on specific culture for population health assignment
5. Health: Indigenous People
6. Health: Infection and Immunity
  - Communicable diseases (Tuberculosis, STI's)
    - Pandemics and endemics
  - Immunizations
7. Health
  - Global health
  - Globalization
  - Goals and targets
  - Global health organizations



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1998  
**REVISED COURSE IMPLEMENTATION DATE:** January 2018  
**COURSE TO BE REVIEWED: (six years after UEC approval)** September 2020  
**Course outline form version: 09/15/14**

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |    |                        |  |                                            |     |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------|--|------------------|----|------------------------|--|--------------------------------------------|-----|----------------------------|--|----------------------|--|--------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> NURS 403                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |            | <b>Number of Credits:</b> 6 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |  |                  |    |                        |  |                                            |     |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Nursing Practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |    |                        |  |                                            |     |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |    |                        |  |                                            |     |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Health Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | <b>Department (or program if no department):</b> School of Health Studies;<br>Bachelor of Science in Nursing program                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |  |                  |    |                        |  |                                            |     |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>Nursing practice will include simulation, laboratory, and clinical experiences. Students will provide nursing care to individuals, families, and population groups in community settings.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |    |                        |  |                                            |     |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            | Admission to the Bachelor of Science in Nursing program, NURS 304, NURS 305, and NURS 306.                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |  |                  |    |                        |  |                                            |     |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |            | NURS 401 and NURS 402.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |  |                  |    |                        |  |                                            |     |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |    |                        |  |                                            |     |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                   |            | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |  |                              |  |                  |    |                        |  |                                            |     |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours:</b> 190<br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td></td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td style="text-align: center;">10</td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td style="text-align: center;">180</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>190</b></td></tr> </table> |            | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Seminars/tutorials/workshops |  | Laboratory hours | 10 | Field experience hours |  | Experiential (practicum, internship, etc.) | 180 | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>190</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |    |                        |  |                                            |     |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |    |                        |  |                                            |     |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 10         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |    |                        |  |                                            |     |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |    |                        |  |                                            |     |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 180        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |    |                        |  |                                            |     |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |    |                        |  |                                            |     |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |    |                        |  |                                            |     |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>190</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |    |                        |  |                                            |     |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            | <b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                              |  |                  |    |                        |  |                                            |     |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Hannah MacDonald                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |            | <b>Date approved:</b> November 21, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |  |                  |    |                        |  |                                            |     |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            | <b>Date approved:</b> February 10, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |  |                  |    |                        |  |                                            |     |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            | <b>Date of posting:</b> September 22, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |  |                  |    |                        |  |                                            |     |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Joanne MacLean                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            | <b>Date approved:</b> February 10, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |  |                  |    |                        |  |                                            |     |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |            | <b>Date of meeting:</b> September 29, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |  |                  |    |                        |  |                                            |     |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

1. Clinically assess individuals, families, communities, and population groups.
2. Plan nursing care that promotes, preserves, and restores well-being.
3. Prioritize, nursing interventions, ensuring safety and comfort.
4. Utilize communication strategies to understand the meaning of the experience to the individual, family, population, or group.
5. Apply program planning to select population groups.
6. Demonstrate a leadership role in community practice.
7. Collaborate with interdisciplinary and intersectoral health care team members
8. Utilize clinical reasoning skills to formulate clinical judgements.
9. Perform within UFV and agency policies, CRNBC Professional Standards, and Practice Standards.
10. Integrate ethical and legal theory in clinical situations.
11. Demonstrate progress in clinical performance.

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

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

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

Clinical practice experience, teaching, group facilitation.

**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. Kaakinen, J. R., Coehlo, D. P.,<br>Steele, R., Tabacco, A., &<br>Harmon Hanson, S.M. | Family Health Care Nursing               | 5 <sup>th</sup> ed.              | FA Davis  | 2015 |
| 2. Lewis, S.M., Heitkemper, M., &<br>Derksen, S. R.                                     | Medical-surgical Nursing in Canada       | 3 <sup>rd</sup> ed.,<br>Canadian | Elsevier  | 2015 |
| 3. Standhope, M., Lancaster, J.,<br>Jessup-Falcioni, H., Viverais-<br>Dresler, G,       | Community Health Nursing in Canada       | 3 <sup>rd</sup><br>Canadian      | Elsevier  | 2016 |
| 4. Yoder-Wise, P.S.                                                                     | Leading and Managing in Canadian Nursing | 1 <sup>st</sup> ed.<br>Canadian  | Elsevier  | 2015 |

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

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

**Details (if necessary):**

Students must achieve 63% in the academic evaluations and satisfactory clinical performance to achieve credit in the course.

1. Clinical Indicators
2. Clinical assignments
3. Skill performance

**Typical Course Content and Topics**

1. Laboratory
  - community assessment
  - simulation
    - o Home health
    - o Public health
2. Clinical
  - community clinical stream – home health, public health, and community health related experiences
  - program planning – health promotion (population)

**Memo for New Course**

To: CWC and UEC

From: Samantha Hampton, BSN Curriculum Committee Co-Chair

Date: May 10<sup>th</sup>, 2017

**Subject: Proposal for new course NURS 402**

1. Rationale for new course: To build greater nursing leadership and management skills in our BSN graduates.
2. How this new course fits into program(s):

Leadership skills have been introduced in some of our other Professional Nursing courses. This course will build on previous courses and look at more advanced leadership and management skills within the context of nursing leaders and health care.
3. Explain how the course learning outcomes 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.
  - The learning outcomes reflect the standards of practice for a Registered Nurse (RN) in B.C. The course outline reflect overall standards of practice inherent in the program outcomes.
4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? N/A
5. Which program areas have been consulted about the course: N/A
6. If a new discipline designation is required, explain why: N/A
7. What consideration has been given to indigenizing the curriculum:
  - In the 4 year curriculum, there is a strong focus on diversity. Aboriginal health and healing practices are emphasized through throughout several nursing courses.
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
  - b. Class size limit: maximum enrollment 56
  - c. Frequency of offering: Fall and Winter
  - 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:

Textbook: purchased earlier in the program

Course cost: \$442.20

**CWC comments and responses:**

- Prerequisites: is admission to the BSN redundant, given the prerequisite courses?

*This is the consistent language on all of our program outlines, however this can be removed on all 3 outlines if UEC prefers.*



ORIGINAL COURSE IMPLEMENTATION DATE: January 2018  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2023  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|----|--------------------------------------------------------------------------------------------------|----|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> NURS 402                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Professional Nursing: Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Prof. Nursing: Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Health Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department (or program if no department):</b> School of Health Studies;<br>Bachelor of Science in Nursing                                                                                                                                                                                                                                                                                                                                                                                                                     |   |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>Leadership and management skills such as strategic planning, budgeting, staff scheduling, and personnel issues will be emphasized. Program planning and intersectoral collaboration with the context of community will be explored. The influence of the political environment will be considered.                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | Admission to the Bachelor of Science in Nursing program, NURS 304, NURS 305, and NURS 306.                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | NURS 401 and NURS 403.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prelcorequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |   |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: center;">8</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td style="text-align: center;">15</td></tr> <tr><td>Other contact hours: In class learning activities (case studies, in class application exercises)</td><td style="text-align: center;">22</td></tr> <tr><td><b>Total</b></td><td style="text-align: center;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 8 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities | 15 | Other contact hours: In class learning activities (case studies, in class application exercises) | 22 | <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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 8         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours: In class learning activities (case studies, in class application exercises)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 22        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Maximum enrolment (for information only):</b> 56<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Fall and Winter                                                                                                                                                                                                                                                                                                                                                         |   |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Hannah MacDonald                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> November 21, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b> February 10, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of posting:</b> September 22, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Joanne MacLean                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b> February 10, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> September 29, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |  |                  |  |                        |  |                                            |  |                            |    |                                                                                                  |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

1. Explore the role of the nurse when advocating for individuals, families, communities, and populations.
2. Examine intersectoral collaboration across community and global health care settings.
3. Apply management skills to health care case studies.
4. Formulate program plans for selected population groups.
5. Integrate nursing leadership skills within the political environment.
6. Analyze health policies, protocols, and guidelines within the context of community health.

**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, guest lecture, small group discussion, large group 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. Stanhope, M., Lancaster, J., Jessup-Falcioni, H., & Viverais-Dresler, G. | Community Health Nursing in Canada       | <input checked="" type="checkbox"/> | Toronto, ON: Elsevier Canada | 2016 |
| 2. Yoder-Wise, P. S.                                                        | Leading and Managing in Canadian Nursing | <input checked="" type="checkbox"/> | Toronto, ON: Elsevier Canada | 2015 |

**Typical Evaluation Methods and Weighting**

|                       |     |                            |     |                   |     |            |      |
|-----------------------|-----|----------------------------|-----|-------------------|-----|------------|------|
| Final exam:           | 40% | Assignments (Health Fair): | 20% | Midterm exam:     | 30% | Practicum: | %    |
| Quizzes/tests:        | %   | Lab work:                  | %   | Field experience: | %   | Shop work: | %    |
| In class assignments: | 10% | Other:                     | %   | Other:            | %   | Total:     | 100% |

**Typical Course Content and Topics**

1. Advocacy, Social Justice and Legal
  - Healthy public policy
    - o ARNBC, BCCNA, CNA, ICN
    - o Health Canada: Office of Nursing policy
    - o Health equity
  - Funding
  - Democracy and civil rights
  - Health surveillance
2. Leadership and Management
  - Nursing management roles and responsibilities
    - o Fiscal management
    - o Human resource planning
  - Political influence
  - Challenging health care environments
  - Organizational theory
3. Communication and Collaboration
  - Intersectoral collaboration
  - Strategies and approaches to managing complex situations
4. Evidence Informed/Research
  - Participatory research
  - Program evaluation
5. Professionalism and Safety
  - Compassion fatigue
  - Nurse safety
6. Technology/Informatics
  - Data management related to epidemiology
  - Documentation systems in the community
7. Health Education and Program Planning
  - Health Literacy
  - Program Evaluation

**Memo for New Course**

To: Jacqueline Nolte; College of Arts Council

From: Samantha Pattridge; Lynn Kirkland Harvey

Date: April 26, 2017

**Subject: CMNS 120: Communicating in University**

1. Rationale for new course: At the request of the Dean of Arts, this new course has been created as an alternative to ENGL 105 or CMNS 125. It is designed to offer a university-level credit writing options for students who do not quite meet the prerequisites for CMNS 125 and ENGL 105, and also for general students who would prefer a different approach to academic and professional writing than those currently offered. This course will meet the foundational writing requirement for the BA, and other programs may also choose to use it as a writing requirement. The development of this course was proposed along with the move of faculty from the Writing Centre to the Communications department, specifically to draw on the composition and genre theory expertise of those faculty members. Other CMNS faculty are also qualified to teach it.
2. How this new course fits into program(s): This course allows students with less than a C+ in English 12 (a C or above) entrance into a course that meets the writing requirement. We understand that some students who take this course will also then take ENGL 105 or CMNS 125 to meet program requirements and attain greater strength in writing as they move further into their programs. Programs that currently accept ENGL 105 or CMNS 125 as a writing requirement will be notified that CMNS 120 could be added as a third option.

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

3. Explain how the course learning outcomes align with the learning outcomes of the program(s): The learning outcomes in this course provide a solid foundation in audience analysis, research skills, the writing process, disciplinary conventions, and writing for academic and professional audiences. The course is designed to meet the BA requirements for a foundational writing course, and we expect it will be adopted as an alternative to ENGL 105 and CMNS 125 by other programs as well.
4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? BA students who need stronger writing skills will be encouraged to take this course and it will be the only for-credit option for students who achieved a C in English 12. The course will not be *required* in any other program, but may be offered as an alternative to meet a writing requirement.
5. Which program areas have been consulted about the course? The English department was consulted early in the design process for this course. We also consulted with Qualifying Studies representatives, with ESL, and with UUP
6. If a new discipline designation is required, explain why: n/a
7. What consideration has been given to indigenizing the curriculum? The readings and examples discussed in class will draw on indigenous resources and topics.

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 – This course is set at 4 credits because it requires more instructional time. Students are entering with a lower prerequisite than they would for CMNS 125 or ENGL 105, and therefore need more time to achieve the same mastery of writing outcomes by the end of the course.
  - b. Class size limit – The class size is set at 25, similar to other marking-intensive courses, to ensure students will have ample feedback and one-on-one instructional time to improve their skills. The smaller class size will be offset in the budget by the higher number of credits.
  - c. Frequency of offering – This course will be offered every term to meet demand.
  - 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? n/a
11. Estimate of the typical costs for this course, including textbooks and other materials: \$100 for textbooks

**CMNS 120: CWC comments and responses**

**From:** Amanda Grimson

**Sent:** Tuesday, June 13, 2017 1:28 PM

**To:** cwconsult

**Cc:** Gayle Noel; Samantha Pattridge; Lynn Kirkland-Harvey; Arts Committees; Sue Brigden; Maria Boschan; Greg St Hilaire

**Subject:** CMNS 120 - new course

Please reply-all with CWC comments on the attached.

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

- Although the title is “Communicating in University”, the calendar description describes the course as a “writing workshop”. Should these match better?
- What does “with a disciplinary focus” in the first sentence of the calendar description mean? Is this necessary?
- This course seems very similar to existing developmental courses. Has consultation occurred with UUP and ESL? Can these areas provide a comment/statement of support?

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**From:** Samantha Pattridge

**Sent:** Wednesday, June 14, 2017 9:31 AM

**To:** Amanda Grimson; cwconsult

**Cc:** Gayle Noel; Lynn Kirkland-Harvey; Arts Committees; Sue Brigden; Maria Boschan; Greg St Hilaire; Alisa Webb

**Subject:** RE: CMNS 120 - new course

Hi Amanda and CWC,

Thanks for this feedback. In answer to your questions:

- Yes, let’s change the calendar description. See the next point for revised wording that addresses both points 1 and 2.
- The concept of “disciplinary focus” is essential to the course, since students will be required to communicate using the academic and professional standards of one particular discipline. However, it could be addressed in plainer language. How about, “In this workshop course, students focus on research, writing, and speaking skills within their particular disciplines.”
- Yes, UUP and ESL have been consulted and agree that there is a place for this course between their offerings and current first-year writing courses. Sue, are you able to provide an email to confirm this consultation?

Best,

Samantha

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**From:** Maria Bos-chan

**Sent:** Thursday, June 15, 2017 8:35 PM

**To:** Samantha Pattridge; Amanda Grimson; cwconsult

**Cc:** Gayle Noel; Lynn Kirkland-Harvey; Arts Committees; Sue Brigden; Greg St Hilaire; Alisa Webb; Gilmour Jope; Hilary Turner

**Subject:** RE: CMNS 120 - new course

Hi Samantha,

Thanks for the opportunity to respond.

While the ELS (formerly ESL) dept. was informed about the proposed CMNS 120, we do have serious concerns about the course:

- Communications is an “academic” program, but students for this course will likely be “developmental” given the Entry level pre-requisite. This is a very different kind of student and anyone teaching would need specialized training and experience. If the students also are multi-lingual with English proficiency levels also at the Entry level, then the instructor would also need TESL (TESOL,TEAL) training.
- The proposal is for a 4 credit course with a total of 60 hours over a term (4 hours a week of instruction). In this time, students with Entry level English will be expected to meet the outcomes for speaking, listening, reading, writing, and research that are listed in the outline. Entry level English—for multi-lingual (ESL) students—aligns with English for Academic Purposes (EAP) Level IV in the BC ESL Articulation guide. Of the 11 BCCAT recognized provincial institutions that offer an integrated (multi-skilled reading, writing, speaking, and listening) ESL course, none do it in fewer than 84 hours and 2 of those courses are at BCIT where the focus is only on Technical writing. The majority of those courses are over 100 hours, including those offered at KPU (120 hours), UNBC (ESL 50 and ELS 170 which together form a 276 hour program) and UVic (240 hours). All integrated Level IV EAP courses have outcomes for reading , speaking, listening, and writing that are similar to those listed for CMNS 120.
- Our own ELS dept. offers reading , writing, and speaking courses with Entry level prerequisites that, together, appear to meet outcomes 1, 2, 4, 5, 6, 7, 8, and 10 of the total 10 outcomes listed for CMNS 120. Together, these courses are 180 hours—very much in line with similar courses offered at other institutions in the province. The reason courses are this length is that it takes that much time for multi-lingual students to process and acquire these high level language skills for academic study.
- VCC offers 2 Level IV EAP courses for which students receive academic credit. Each is 120 hours. Both courses must be taken. The focus is on literature and composition alone.
- International students admitted under UFV’s Entry admission requirements are also registered in other courses, including 1 academic (non-developmental) course. Their student visas require them to take at least 3 courses. Most are registered in at least 4 due to the flat fee tuition requirement UFV has for international students in the Fall and winter terms. This heavy course load will make it additionally difficult to meet the outcomes of CMNS 120.

- The ELS Dept. believes that CMNS 120 would negatively affect registration numbers in our own courses with Entry level pre-requisites. These courses have similar outcomes to the proposed course.
- One of the academic courses that international students are commonly registered into is CSM 104 “Integrated Academic Learning Skills” offered by Communications. The calendar description states the course “is designed for International Education students to provide academic strategies and skills to support their first year courses”. This seems to be what CMNS 120 is proposing to do as well, at least for Entry level students who are multi-lingual, and if the students are not multi-lingual, then the kind of upgrading that CMNS 120 is proposing is likely already being done in higher level UUP English courses—but I will leave UUP to comment on that. My point is, since international students are already taking CSM 104 and the course seems to have that same goal as the proposed course, would it not be possible to “expand” CSM 104 to include additional outcomes? In addition to CSM, there is also CSM 108 “Critical Analysis and Learning” and CSM 208 “Learning Methodology”. The description of the latter includes “effective thinking strategies across the disciplines”.
- The Rationale for the course states that it “has been created as an alternative for ENGL 105 or CMNS 155. It is designed to offer a university-level credit writing option for students who do not quite meet the prerequisites for CMNS 125 and ENGL 105...This course will meet the foundational writing requirement for the BA”. It has been about 3 years since our dept. proposed an ESL course for academic credit with similar writing, speaking, reading, and research options but with a Business focus—ESL Business 100. The course was withdrawn from the course approval process at the CWC stage when it became clear that the university did not feel that students at the developmental level should be given academic credit. ESL Business 100 would have had pre-requisites consistent with the current Entry level admission requirements—the same pre-requisites proposed for CMNS 120.

My apologies for this lengthy response, but I wanted to be very clear about the concerns we have as a department. We do agree with the goals of the proposed course, but we are concerned about who the course will be delivered to given the Entry level pre-requisite.

Maria

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**From:** Samantha Pattridge

**Sent:** June-19-17 8:58 AM

**To:** Maria Bos-chan; Amanda Grimson; cwconsult

**Cc:** Gayle Noel; Lynn Kirkland-Harvey; Arts Committees; Sue Brigden; Greg St Hilaire; Alisa Webb; Gilmour Jope; Hilary Turner

**Subject:** RE: CMNS 120 - new course

Hi Maria,

Thanks for your feedback. This course is in no way intended to be a language course, and your comments will help to ensure we frame it correctly.

As we discussed in person the other day, we have revised the English 12 prerequisite for CMNS 120 to be a C (rather than a C-) to tighten up entry and ensure this course is not perceived as a language or developmental course. However, you have correctly pointed out that we neglected to similarly adjust the other pieces of the prerequisite. We will be changing the CPT requirement to a score of 45 to 47 (or simply to 47, depending on the results of consultation with the CPT Committee). We will also change from “entry-level” language proficiency scores to “degree/diploma level”.

Our new prerequisite statement will thus read something like this: One of the following: (C in English 12) or (CPT score of 45 to 47) or (any test score listed under the UFV degree/diploma-level English language proficiency standards). The CPT number may change on further consultation, but it will be only slightly lower than 48 and significantly higher than the entry-level requirement of 41.

I hope this answers your concerns. Communications does not want to impact registration numbers in ELS with this course; we simply seek to give students that are truly on the cusp of meeting the prerequisites for CMNS 125/ENGL 105 another option for meeting their writing requirements.

Best,

Samantha

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**From:** Sue Brigden

**Sent:** June-22-17 1:02 PM

**To:** Samantha Pattridge; Amanda Grimson; cwconsult

**Cc:** Gayle Noel; Lynn Kirkland-Harvey; Arts Committees; Maria Bos-chan; Greg St Hilaire; Alisa Webb

**Subject:** RE: CMNS 120 - new course

Hi Everyone,

After discussing the previous version of the new course with the UUP English Working Group, I met with Alisa and Jacqueline to convey some concerns, which have been addressed in the most recent version. Now that Samantha has responded to Maria's concerns and adjusted the CPT score—which I totally missed but should have noted—I am satisfied.

That being said, I still am concerned that CMNS 120 will draw students away from the upgrading courses provided by the ESL and UUP departments.

Sue



ORIGINAL COURSE IMPLEMENTATION DATE: January 2018  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2023  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CMNS 120                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Communicating in University                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Department (or program if no department):</b> Communications                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>In this writing course, students focus on research, writing, and speaking skills within their particular disciplines. Students will learn how to identify a research problem, design a related project, and produce an academic essay or report. They will also use the research to construct a new message for a popular or workplace audience. Students will gain skills to communicate effectively with professors and professionals.                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | One of the following: C in English 12, CPT score of 47, or any test score listed in the UFV Entry-level post-secondary English language proficiency standards.                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                             |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input 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;">30</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">30</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>60</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 30 | Seminars/tutorials/workshops | 30 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Maximum enrolment (for information only):</b> 25<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Every semester                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Lynn Kirkland Harvey                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> April 26, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> November 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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> November 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> September 29, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

## Learning Outcomes

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

1. Read critically to identify features of research articles and situate them in a larger research conversation.
2. Articulate how audiences, purposes, and contexts shape disciplinary conventions.
3. Summarize and paraphrase arguments from more than one discipline.
4. Use rhetorical techniques and conventions that meet the expectations of different audiences.
5. Write for different purposes using an appropriate citation style.
6. Demonstrate competence in writing processes, including generating ideas, drafting, exchanging and incorporating feedback, revising, and editing.
7. Demonstrate academic integrity and ethical communication in incorporating secondary research from academic databases.
8. Produce an individualized research project that includes a report or essay and a presentation.
9. Adapt the research from the project for a different audience in another medium.
10. Communicate with professors and professionals about their research and writing.

## Prior Learning Assessment and Recognition (PLAR)

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

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

Lectures, workshops, presentations, peer review.

**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)

An electronic course pack of readings will be determined by the interests of the students in the course. An example might be:

| Author (surname, initials)                                                                      | Title (article, book, journal, etc.)                                                                                                                                                                                                                                                                                          | Current ed.              | Publisher | Year |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------|------|
| 1. Penrose, A.M. & Katz, S.B.                                                                   | "Science as a social enterprise," in <i>Writing in the sciences: Exploring conventions of scientific discourse</i> (3rd ed.)(pp. 3-24).                                                                                                                                                                                       | <input type="checkbox"/> |           | 2010 |
| 2. Norton, S. & Green, B.                                                                       | The Bare Essentials: Form A, 7 <sup>th</sup> edition                                                                                                                                                                                                                                                                          | <input type="checkbox"/> | Nelson    | 2010 |
| 3. Whitehead, M. & Owen, B.                                                                     | Canadian Universities and Sustainable Publishing: A White Paper," <i>Canadian Association of Research Libraries</i> , Retrieved March 30, 2016 from <a href="http://www.carl-abrc.ca/uploads/pdfs/Can_Univ_Sustainable_Publishing_2016.pdf">http://www.carl-abrc.ca/uploads/pdfs/Can_Univ_Sustainable_Publishing_2016.pdf</a> | <input type="checkbox"/> |           |      |
| 4. Kaul, A., Chaudhri, V., Cherian, D., Freberg, K., Mishra, S., Kumar, R., Carroll, C. (2015). | Social media: The new mantra for managing reputation. <i>Vikalpa: The Journal for Decision Makers</i> , 40(4), 455-491. doi: 10.1177/0256090915618029                                                                                                                                                                         | <input type="checkbox"/> |           |      |
| 5.                                                                                              |                                                                                                                                                                                                                                                                                                                               | <input type="checkbox"/> |           |      |

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

N/A

## 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):

Assignment breakdown:

|                                                                             |     |
|-----------------------------------------------------------------------------|-----|
| Summary and paraphrasing                                                    | 20% |
| Assignments including reflective writing, reading notes, short pieces, etc. | 20% |
| Research proposal                                                           | 15% |
| Presentation*                                                               | 10% |
| Research project (essay or report)                                          | 25% |
| Alternate audience assignment (poster, blog, letter to the editor, etc.)*   | 10% |

\*These assignments use the research for the research project. At least one of these must be prepared for a different audience than the project.

**Typical Course Content and Topics****Unit 1 (Weeks 1 to 2): Reading Your Way into Research Culture**

- What is research culture?
- Engaging in a research culture, joining in the conversation
- Strategies for reading research articles
- Communicating with professors
- Using academic tools available on campus (library, website, etc.)

**Unit 2 (Weeks 3 to 4): Writing Your Way into Research Culture**

- Summarizing and citing disciplinary articles
- Using current citation practices
- Writing within the university (best practices for email and other written interactions)

**Unit 3: (Weeks 5 to 7) Designing Your Research Project**

- Identifying key problems and conversations in your field
- Developing research questions
- Proposing your project

**Unit 4: (Weeks 8 to 10) The Writing Process**

- Generating ideas, drafting
- Incorporating feedback
- Revising and editing

**Unit 5: (Weeks 11 to 13) Presenting Your Research Project**

- Adapting writing and research for multiple audiences and purposes
- Introduction to public speaking
- Introduction to visual communication
- Sharing your research

**Memo for Course Changes**

To: Jacqueline Nolte; Alisa Webb

From: Lynn Kirkland Harvey, CMNS Curriculum Chair

Date: May 16, 2017

**Subject: Proposal for revision of CMNS 385 Language as Persuasion: Communication Theory in Action**

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

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

2. Rationale for change:

This course has been revised to be more relevant for the field of applied communication in contemporary contexts. The title and calendar have been reworded to specifically connect rhetorical theory and persuasion in today's communication context. The prerequisites have been changed to raise the number of credits to 60 to better prepare students for the rigour in the course, but the prerequisites are also expanded to include second year MACS and PHIL courses.

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

The learning outcomes have been updated to be more aligned with our program outcomes:

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

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?  
This course is cross-listed as ENGL 385.
5. Which program areas have been consulted about the change(s)? English.
6. What consideration has been given to indigenizing the curriculum?  
Assignments can be tailored for a variety of indigenous contexts and social movements.
7. If this course is not eligible for PLAR, explain why: The course will now be eligible for PLAR.
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value
  - 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: \$120



ORIGINAL COURSE IMPLEMENTATION DATE: September 2000  
 REVISED COURSE IMPLEMENTATION DATE: January 2018  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2023  
 Course outline form version: 07/07/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CMNS 385                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Language as Persuasion: Communication Theory in Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> CMNS Theory in Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Department (or program if no department):</b> Communications                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><p>Students will analyze the ways language is persuasive in the world around them. Students are introduced to a variety of communications/rhetorical theories and will use them to analyze the means of persuasion in diverse contemporary contexts such as advertising, social media, graffiti, and social movements.</p> <p>This course is offered as CMNS 385 and ENGL 385. Students may take only one of these for credit.</p>                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | 60 university-level credits, including one 200-level CMNS, ENGL, MACS, or PHIL course.                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with: <b>ENGL 385</b><br>Equivalent course(s): <b>ENGL 385</b><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                             |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 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;">10</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">35</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 10 | Seminars/tutorials/workshops | 35 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 35        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Maximum enrolment (for information only):</b> 25<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> every other year                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Lynn Kirkland Harvey                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> April 28, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of posting:</b> September 15, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> June 2, 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> September 29, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

1. Describe key concepts in communications/rhetorical theory
2. Describe relationships between power, language, authority, and persuasion
3. Apply communications/rhetorical concepts to critically analyze texts, events, and/or cases
4. Analyze communications/rhetorical methodologies
5. Develop a research project that draws upon contemporary communications/rhetorical theory and applies a specific methodology
6. Demonstrate how language is used to achieve cohesion and motivate action in contemporary events
7. Present a communications/rhetorical analysis orally

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

☒ Yes ☒

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

Discussion, collaborative exercises, seminars, lecture.

**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. Longakre, M. G. & Walker, J. | Rhetorical Analysis: A Brief Guide for Writers                                                               | <input type="checkbox"/> | Pearson   | 2011 |
| 2. Dudo, A., & Kahlor, L.       | Strategic Communication: New Agendas in Communication                                                        | <input type="checkbox"/> | Routledge | 2017 |
| 3. Perloff, R                   | The Dynamics of Persuasion: Communication and Attitudes in the Twenty-first Century, 5 <sup>th</sup> edition | <input type="checkbox"/> | Routledge | 2014 |
| 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: | 100% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | % | Lab work:    | %    | Field experience: | % | Shop work: | %    |
| Other:         | % | Other:       | %    | Other:            | % | Total:     | 100% |

**Details (if necessary):**

|                                         |     |
|-----------------------------------------|-----|
| Response papers                         | 20% |
| Seminar presentation and paper          | 15% |
| Proposal for term project               | 10% |
| Oral briefing of proposal               | 10% |
| Term paper / project                    | 30% |
| Oral presentation of term paper/project | 10% |
| Participation and professionalism       | 5%  |

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

**Typical Course Content and Topics**

**Unit 1: Weeks 1-4: Introduction and Course Overview: Key Communications/Rhetorical Theories and Concepts**

This unit focuses on learning key terminology, theories, and concepts from communications/rhetorical theory.

\* students will become familiar with key theories and concepts by working with them in response papers and classroom discussion

**Unit 2: Weeks 5-8: Applying Communications/Rhetorical Theory in Action**

This unit is devoted to working with key concepts in communication and rhetorical case studies by observing how they are applied in contemporary diverse contemporary contexts such as advertising, social media, graffiti, and social movements.

\* students will develop a seminar paper and lead a seminar presentation that demonstrates application of key concepts in communications/rhetorical theory to a contemporary situation

**Unit 3: Weeks 9-12: Doing Communications/Rhetorical Analysis**

This unit introduces students to methodological approaches to doing communications/rhetorical analysis.

\* students will identify a context of analysis and relevant methodology and develop and present a term project proposal

**Unit 4: Week 13: Term Project Conference-style Presentations**

\* students will present their findings from their communications/rhetorical analysis



ORIGINAL COURSE IMPLEMENTATION DATE: September 2000  
 REVISED COURSE IMPLEMENTATION DATE: January 2018  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2023  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE CROSS-LISTED COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> ENGL 385                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Course Full Title:</b> Language as Persuasion: Communication Theory in Action<br><b>Course Short Title (if title exceeds 30 characters):</b> CMNS Theory in Action                                                                                                                                                                                                                                                                                   |                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Department (or program if no department):</b> Communications                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>CMNS 385</b> for the official course outline.                                                                                                                                                                                                                                                                                                                      |                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Calendar Description:</b><br>Students will analyze the ways language is persuasive in the world around them. Students are introduced to a variety of communications/rhetorical theories and will use them to analyze the means of persuasion in diverse contemporary contexts such as advertising, social media, graffiti, and social movements.<br>This course is offered as CMNS 385 and ENGL 385. Students may take only one of these for credit. |                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                         | 60 university-level credits, including one 200-level CMNS, ENGL, MACS, or PHIL course. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with: <b>CMNS 385</b><br>Equivalent course(s): <b>CMNS 385</b><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                  |                                                                                        | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |
| <b>Department / Program Head or Director:</b> Lynn Kirkland Harvey                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                        | <b>Date approved:</b> April 28, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                        | <b>Date of posting:</b> September 15, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                        | <b>Date approved:</b> June 2, 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> September 29, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

**Memo for New Course**

To: Professional Studies Faculty Council and UEC

From: Dr. Seonaigh MacPherson, BA AE Department Head and Corinne Richardson

Date: February 1, 2017

**Subject: Proposal for new course ADED 421 Mindfulness-Based Cognitive Therapy**

1. Rationale for new course:

This is one of a few courses we targeted to address an important area of adult education focused on self-development, health promotion, and wellbeing. Furthermore, we are designing it to be accessible to undergraduate students across disciplines to address rising mental health and academic challenges associated with stress, anxiety, sleep disorders, and depression (see 2016 ACHA/NCHA II - Canadian Reference Group survey results). As we have a qualified MBCT instructor on staff now in student services at UFV, we were delighted to offer this course so she could provide a for-credit option for students. Furthermore, mindfulness is a high-value area for professional adult educators who do workplace, health promotion, and community education. Finally, in a survey of undergraduate students conducted for our proposed Mindfulness-Based Teaching and Learning (MBTL) program, undergraduate students overwhelmingly indicated a desire for mindfulness programming and some expressed an interest in seeing it offered at the undergraduate level.

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

This course will serve as an elective option for BA AE students and can serve to meet the prerequisite of an MBCT or MBSR course for the Mindfulness-Based Teaching and Learning (MBTL) program.

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

This course addresses two key program learning outcomes in adult education that are under-represented in our existing program: a) Display ongoing *self* and professional development; and b) Display ethical, professional, and critically reflective practice.

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

It will satisfy as one of several options as a pre-requisite for the proposed graduate certificate in Mindfulness-Based Teaching and Learning (MBTL)

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

Child Youth and Family Studies, Bachelor of Science in Nursing, Bachelor of Kinesiology, and Bachelor of Social Work.

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

N/A

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

The curriculum for this course is prescribed to a great extent but Indigenous and trauma-informed perspectives will be represented.

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 3-credit value will serve the needs of students in ADED and many other areas for electives. We have approached some relevant professional areas to get this elective status formalized (e.g., Social Work, Psychology).
- b. Class size limit - The class size is capped at 25 given the nature of the content and methods. Usually, MBCT and MBSR courses are not advised to have more than this number of participants. We anticipate interest from international students and are marketing it actively to them via Program Advisors and International, which will make the course cost-recovery.
- c. Frequency of offering - We plan to offer it biannually and anticipate considerable interest.
- d. Resources required (labs, equipment) - Cushions and mats already purchased.

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:

Textbooks \$100.00

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**From:** Seonaigh MacPherson

**Sent:** September-14-17 3:16 PM

**To:** Amanda Grimson; cwconsult

**Cc:** Professional Studies Deans Office; Vanessa David; Corinne Richardson; Maple Melder-Crozier

**Subject:** RE: [CWC] FW: ADED 421 - New Cours

Please reply-all with CWC comments on the attached.

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

- Course title: why "Advanced Studies of"? Can this be dropped?

**We originally used the simple MBCT (ADED 421) and MBSR (ADED 423), but some people familiar with these 8-week programs communicated concerns in the Faculty of Professional Studies, and this was the result. The reason is that the MBCT title alone refers to a very prescribed and specific delivery format and model that does not include any assessment in the sense that we use it here. So, to include more ILOs and assessment to the course, we need to indicate that it is MBCT PLUS.... and that is indicated by the "Advanced Studies of..." It is "Advanced..." rather than just "More" because it requires engagement with scholarship and research.**

- Should ADED 330S be listed as "former course number" in the equivalent courses section?

**Added.**

- The second note in the calendar description should be deleted.

**Done.**

- Is there a particular reason additional prerequisites are not being included for a 4<sup>th</sup> year course?

**Access is a key principle of our programs in Adult Education as our students are part-time and our courses are usually offered on a 2-year rotation. This course is designed to serve a range of professionals and students for personal and professional development purposes. Very few of our courses have pre-reqs anyway, but this is certainly not a course we would want to add any to as it is intended to appeal to students from a range of backgrounds.**

- Could the prerequisites be simplified to "30 university-level credits"?

The current wording reflects what we use for all of our courses. Some of our ADED majors are entering with Block PLAR applications that may not yet be processed, which is why we add ADED majors as a separate category.

- Evaluation: can the items listed in the “details” section be included in the table if the headings are modified? (Also, “class participation” should not be included as an assignment.)

**Class participation** was removed. The items are details - all to break down the 100% Assignments in the table.

- Learning outcome #1: how is this evaluated?

Instructor observations during class practices and oral reflections (participation) as well as from the journals, which are focused on reflections on mindfulness practice.

- It seems unclear whether this course is intended as self-help, or for students to help others; can this be clarified?

It clearly states that it is to develop "SELF-AWARENESS" as the principal objective in the course description, and this is mirrored in the outcomes. The binary "Self-Help" or "Helping others" doesn't apply so much in mindfulness courses as the ability to practice and embody mindfulness awareness and acceptance in the principal requirement - established by standards - for mindfulness-based teachers. It is a course that can qualify as a pre-req for admission to the MBTL grad certificate, but there are a range of courses that apply. So, it is inaccurate to make it out that it is ONLY for self-help or for helping others or even both.

- Does this overlap with CYC 275? Has the Child, Youth, and Family Studies department been consulted on this course?

Yes, they were consulted and agreed upon the addition of the "ADvanced Studies of..." with the implication, as well, that it would be more advanced than the CYC 275, which has lower-level outcomes and fewer demanding assessments.

ALSO, please note that this is MBCT, and that CYC 275 is based more on the MBSR model - i.e. ADED 423).

- There appears to be significant overlap between this course and the proposed ADED 422 and 423. Why is there a need for three courses? Can the difference between these courses be further explained?

Although there is overlap in the mindfulness practices introduced, the topics of discussion and reflection are quite different. Also, ADED 421 and ADED 423 are established and distinctive requirements and pre-reqs for specialized certificates as MBCT facilitators (therapeutic populations) and MBSR facilitators (stress-management for largely healthy populations). The ADED 422 course is not based on a specialized or defined program but focuses more generally on wellbeing and workplace wellness program, which are a big area of Adult Education and Workplace Training.



ORIGINAL COURSE IMPLEMENTATION DATE: January 2018  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2023  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                    |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ADED 421                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                                                                                    |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Advanced Studies of Mindfulness-Based Cognitive Therapy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                    |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Advanced Studies of MBCT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                    |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> Adult Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                                                                    |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br>Skills-based approach to cultivating self-awareness that combines meditation with Cognitive Behavioural Therapy. Evidence-based means of alleviating stress, anxiety, and depression to promote well-being used in educational and clinical contexts. Introduction to practical mindfulness methods and strategies for mental health promotion.<br><br>Note: Students with credit for ADED 330S cannot take this course for further credit.                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                    |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | One of the following: (30-university-level credits) or (enrolment in an Adult Education program) or (permission of the Adult Education department). Note: Students who do not have 30 university-level credits will need to contact the Adult Education program advisor for permission to register.                                                                                                                                                                                                                                          |  |                                                                                                    |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                                    |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                                    |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>N/A</b><br>Cross-listed with: <b>N/A</b><br>Equivalent course(s): <b>ADED 330S</b><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input 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></td> </tr> <tr> <td>Seminars/tutorials/workshops (could include online video-conferencing access for distant learners)</td> <td style="text-align: center;">45</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  | Seminars/tutorials/workshops (could include online video-conferencing access for distant learners) | 45 | 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                    |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops (could include online video-conferencing access for distant learners)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                    |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                    |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                    |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                    |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                    |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                    |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                    |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Maximum enrolment (for information only):</b> 25<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually or Biannually                                                                                                                                                                                                                                                                                                                                                          |  |                                                                                                    |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> Seonaigh MacPherson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> February 17, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                                                                                                    |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> March 3, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                                                                                                    |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of posting:</b> May 26, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                                    |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> March 3, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                                                                                                    |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> September 29, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                                                                                    |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

ADED 421

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. Adapt attention to re-orient on the present moment.
2. Assess experiential indicators of helpful and unhelpful psychological coping patterns.
3. Demonstrate skills to manage depression, anxiety, and stress and prevent relapse.
4. Investigate difficult experiences with acceptance and compassion.
5. Plan strategies to promote effective coping in the face of a range of life challenges.
6. Reflect critically the theory and research in Mindfulness- based Cognitive Therapy.

## 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 is a skills based course which focuses on mindfulness practices followed by a three layered inquiry process into students' experiences. The aims and intentions of the practices, and the learning points arising from them, emerge from this process of inquiry and thus from students' personal experience, rather than being introduced in a purely didactic way or through lectures. Experiential learning is emphasized. The inquiry process is based on Kolb's (1984) model of adult learning.

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

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

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

|    | Author (surname, initials)             | Title (article, book, journal, etc.)                                                                | Current ed.                         | Publisher      | Year |
|----|----------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------|----------------|------|
| 1. | Teasdale, J, Williams, M., & Segal, Z. | The Mindful Way Workbook: An 8-Week Program to Free Yourself from Depression and Emotional Distress | <input checked="" type="checkbox"/> | Guilford Press | 2014 |
| 2. | Teasdale, J, Williams, M. & Segal, Z.  | Mindfulness-Based Cognitive Therapy for Depression                                                  | <input checked="" type="checkbox"/> | Guilford Press | 2013 |
| 3. | Penman, D, Williams, M                 | Mindfulness: A Practical Guide to Finding Peace in a Frantic World                                  | <input checked="" type="checkbox"/> | Piatkus        | 2011 |
| 4. |                                        |                                                                                                     | <input type="checkbox"/>            |                |      |
| 5. |                                        |                                                                                                     | <input type="checkbox"/>            |                |      |

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

Yoga mat.

## 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):** Assignments may include homework (10%); reflective journal and summary assignment (20%); group presentation (25%); mid-course evaluation (10%); working wisely with depression, anxiety and stress reflection writing assignment (10%); final course review: values clarification, why and how to maintain the practice (15%)

## Typical Course Content and Topics

Unit One – Orientation and stepping out of automatic pilot

Unit Two – Cognitive Behavioural Therapy

Unit Three - Living in our heads

Unit Four – Asian roots of mindfulness

Unit Five – Gathering the scattered mind

Unit Six – Recognizing aversion

Unit Seven – Allowing and letting be

Unit Eight – Relating to thoughts differently

Unit Nine and Ten – Day of practice

Unit Eleven – How best can I take care of myself

Unit Twelve – Using what I've learned

Unit Thirteen – Moving forward

**Memo for New Course**

To: Professional Studies Faculty Council and UEC

From: Dr. Seonaigh MacPherson, BA AE Department Head and Corinne Richardson

Date: February 1, 2017

**Subject: Proposal for new course ADED 422 Wellbeing and Lifelong Learning**

1. Rationale for new course:

This is one of a few courses we are developing to address an important area of adult education focused on self-development, health promotion, and wellbeing. Furthermore, we are designing it to be accessible to undergraduate students across disciplines to address rising mental health and academic challenges associated with stress, anxiety, sleep disorders, and depression (see 2016 ACHA/NCHA II - Canadian Reference Group survey results). As we have a qualified MBSR instructor now in the Department (Seonaigh MacPherson), we are delighted to offer this course to provide a for-credit option for students. Furthermore, mindfulness is a high-value area for professional adult educators who do workplace, health promotion, and community education. Finally, in a survey of undergraduate students conducted for our proposed Mindfulness-Based Teaching and Learning (MBTL) program, undergraduate students overwhelmingly indicated a desire for mindfulness programming and some expressed an interest in seeing it offered at the undergraduate level.

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

This course will serve as an elective option for BA AE students.

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

This course addresses two key program learning outcomes in adult education that are under-represented in our existing program: a) Display ongoing *self* and professional development; and b) Display ethical, professional, and critically reflective practice.

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

N/A

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

Bachelor of Child Youth Care, Bachelor of Education, Bachelor of Science in Nursing, Bachelor of Kinesiology, and Bachelor of Social Work.

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

N/A

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

Cross-cultural and Indigenous perspectives of wellbeing are included and consideration of trauma-informed practices.

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 3-credit value will serve the needs of students in ADED and many other areas for electives. We have approached some relevant professional areas to get this elective status formalized (e.g., Social Work, Psychology).
- b. Class size limit - The class size is capped at 25 given the nature of the content and methods. We anticipate interest from international students and are marketing it actively to them via Program Advisors and International, which will make the course cost-recovery.
- c. Frequency of offering - We plan to offer it biannually and anticipate considerable interest.
- d. Resources required (labs, equipment) - Cushions and mats already purchased.

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:

Textbooks \$100.00

**From:** Seonaigh MacPherson

**Sent:** September-14-17 3:42 PM

**To:** Amanda Grimson; cwconsult; Seonaigh MacPherson

**Cc:** Professional Studies Deans Office; Corinne Richardson

**Subject:** RE: ADED 422 New Course

Please reply-all with CWC comments on the attached.

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

- The second sentence of the calendar description seems unclear and may need to be revised.

Modified for clarity.

- Same prerequisite comments as for ADED 421.

Access is a key principle of our programs in Adult Education as our students are part-time and our courses are usually offered on a 2-year rotation. This course is designed to serve a range of professionals and students for personal and professional development purposes. Very few of our courses have pre-reqs anyway, but this is certainly not a course we would want to add any to as it is intended to appeal to students from a range of backgrounds.

- Same comment as for ADED 421: There appears to be significant overlap between this course and the proposed ADED 421 and 423. Why is there a need for three courses? Can the difference between these courses be further explained?

Although there is overlap in the mindfulness practices introduced, the topics of discussion and reflection are quite different. Also, ADED 421 and ADED 423 are established and distinctive requirements and pre-reqs for specialized certificates as MBCT facilitators (therapeutic populations) and MBSR facilitators (stress-management for largely healthy populations). The ADED 422 course is not based on a specialized or defined program but focuses more generally on wellbeing and workplace wellness program, which are a big area of Adult Education and Workplace Training.



ORIGINAL COURSE IMPLEMENTATION DATE: January 2018  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2023  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                                                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|----|-------------------------------------------------------------------|---|--------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ADED 422                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                                                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Course Full Title:</b> Wellbeing and Lifelong Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                                                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Wellbeing & Lifelong Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                                                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department (or program if no department):</b> Adult Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                                                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Calendar Description:</b><br><br>Combining theoretical and personal inquiry, students investigate wellbeing and its role in lifelong learning. Wellbeing promises to correct the tendency to reduce adult education to a narrow focus on information or workplace learning and skills development.<br><br>Note: Students with credit for ADED 480 taken in Winter 2016 cannot take this course for further credit.                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                                                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | One of the following: (30-university-level credits) or (enrolment in an Adult Education program) or (permission of the Adult Education department). Note: Students who do not have 30 university-level credits will need to contact the Adult Education program advisor for permission to register.                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                                                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                                                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                                                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>ADED 480 (CRN #201601.10028)</b><br>Cross-listed with: <b>N/A</b><br>Equivalent course(s): <b>ADED 480 (CRN #201601)</b><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                             |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                                                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td></td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: center;">16</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td style="text-align: center;">27</td></tr> <tr><td>Other contact hours: Blackboard Collaborate - initial interviews.</td><td style="text-align: center;">2</td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: center;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | Seminars/tutorials/workshops | 16 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities | 27 | Other contact hours: Blackboard Collaborate - initial interviews. | 2 | <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 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 16        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                                                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                                                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                                                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                                                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 27        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                                                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| Other contact hours: Blackboard Collaborate - initial interviews.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                                                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                                                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                                                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Department / Program Head or Director:</b> Seonaigh MacPherson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b> February 19, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                                                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> March 3, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                                                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of posting:</b> May 26, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                                                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Dean/Associate VP:</b> Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> March 3, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                                                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> September 29, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                                                                   |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |

**Learning Outcomes**

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

- 1 Reflect critically on wellbeing and lifelong learning as interrelated ethical, developmental, and governance constructs.
- 2 Collaboratively formulate a holistic set of evidence-based, culturally-responsive criteria to assess wellbeing.
- 3 Evaluate obstacles, challenges and opportunities to foster personal wellbeing using these criteria.
- 4 Map out a personal lifelong learning pathway as a strategy to cultivate wellbeing.
- 5 Apply principles of mindfulness-based wellbeing in personal, educational, and professional development.
- 6 Design a mindfulness or reflective activity to promote wellbeing in adult education.
- 7 Instruct peers in a mindfulness or reflective activity to promote wellbeing in adult education.

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

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

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

Typical instructional methods would be to have four 4-hour face-to-face (F2F) classes, with distance learners participating via videoconferencing (e.g., Collaborate) and the remaining weeks or classes conducted online. The focus is on project-based learning involving collaborative and individual reflective and self-reflective tasks. F2F classes are highly interactive and in workshop formats in which students brainstorm and collaborate to formulate criteria and standards based on evidence and reading; learn and lead a range of practices associated with mindfulness and reflective approaches to wellbeing; and present their inquiries to peers.

**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. Ragoonaden, K. (Ed.)    | <i>Mindful Teaching and Learning: Developing a Pedagogy of Well-Being.</i>        | <input checked="" type="checkbox"/> | Rowman & Littlefield | 2015 |
| 2. Hyland, T.              | <i>Mindfulness and Learning: Celebrating the Affective Dimension of Education</i> | <input checked="" type="checkbox"/> | Springer             | 2011 |
| 3. Romano, J.              | <i>Prevention Psychology: Enhancing Personal and Social Well-Being</i>            | <input checked="" type="checkbox"/> | APA                  | 2015 |
| 4. Berg, M. & Seeber, B.   | <i>The Slow Professor: Challenging the Culture of Speed in the Academy</i>        | <input checked="" type="checkbox"/> | U. of Toronto Press  | 2016 |

**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):** Possible assignments could include the following: a) facilitating online discussions of readings; b) collaboratively designing a set of performance-based criteria to assess wellbeing based on constructs and evidence presented in readings and by instructor; c) a lifelong learning map, including conducting self-assessments to identifying strengths and challenges to their personal wellbeing and identifying a gap to fill in a specific practice and program in the course; d) self-report journal of home practice; e) presentation of a particular issue or area of research in wellbeing and lifelong learning.

**Typical Course Content and Topics**

**Week 1:** Introducing wellbeing, lifelong learning, and the course.  
**Week 2:** *Wellbeing* as a cross-cultural, philosophical, and ethical construct. Indigenous perspectives.  
**Week 3:** *Wellbeing* as a social, educational, and policy construct. Assessing wellbeing from the outside-in: Objective and subjective criteria, indicators and measures of wellbeing.  
**Week 4:** *Wellbeing* as an environmental or ecological construct. *Wellbeing* as a psychological and medical construct. *Mind-body integration* and wellbeing.  
**Week 5:** *Wellbeing* as phenomenological experience. Linking wellbeing and lifelong learning: Reflection, self-regulation, and affective learning across the lifespan.  
**Week 6:** Self-assessment and the self-regulation of wellbeing. Theories and practices of mindfulness as a self-reflective practice promoting wellbeing.  
**Week 7:** Mindfulness-based practices to promote wellbeing.  
**Week 8:** Stress, pain, mental health, and wellbeing.  
**Week 9:** Time and wellbeing.  
**Week 10:** Wellbeing with others. Recovering from personal and collective trauma. Communicating distress and wellbeing. From clinical to narrative and poetic discourses of pain and wellbeing.  
**Week 11:** Wellbeing in community and society.  
**Week 12:** Lifelong learning: Adapting to conserve wellbeing.  
**Week 13:** Weaving together strands in a tapestry. What's love got to do with it?

**Memo for New Course**

To: Professional Studies Faculty Council and UEC

From: Dr. Seonaigh MacPherson, BA AE Department Head and Corinne Richardson

Date: February 1, 2017

**Subject: Proposal for new course ADED 423 Advanced Studies of Mindfulness-Based Stress Reduction**

1. Rationale for new course:

This is one of a few courses we are developing to address an important area of adult education focused on self-development, health promotion, and wellbeing. Furthermore, we are designing it to be accessible to undergraduate students across disciplines to address rising mental health and academic challenges associated with stress, anxiety, sleep disorders, and depression (see 2016 ACHA/NCHA II - Canadian Reference Group survey results). As we have a qualified MBSR instructor now in the Department (Seonaigh MacPherson), we are delighted to offer this course to provide a for-credit option for students. Furthermore, mindfulness is a high-value area for professional adult educators who do workplace, health promotion, and community education. Finally, in a survey of undergraduate students conducted for our proposed Mindfulness-Based Teaching and Learning (MBTL) program, undergraduate students overwhelmingly indicated a desire for mindfulness programming and some expressed an interest in seeing it offered at the undergraduate level.

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

This course will serve as an elective option for BA AE students and can serve to meet the prerequisite of an MBCT or MBSR course for the Mindfulness-Based Teaching and Learning (MBTL) program.

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

This course addresses two key program learning outcomes in adult education that are under-represented in our existing program: a) Display ongoing self and professional development; and b) Display ethical, professional, and critically reflective practice.

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

It will satisfy as one of several options as a pre-requisite for the proposed graduate certificate in Mindfulness-Based Teaching and Learning (MBTL)

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

Child Youth and Family Studies, Bachelor of Science in Nursing, Bachelor of Kinesiology, and Bachelor of Social Work.

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

N/A

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

The curriculum for this course is prescribed to a great extent but Indigenous and trauma-informed perspectives will be represented.

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 3-credit value will serve the needs of students in ADED and many other areas for electives. We have approached some relevant professional areas to get this elective status formalized (e.g., Social Work, Psychology).
- b. Class size limit - The class size is capped at 25 given the nature of the content and methods. Usually, MBCT and MBSR courses are not advised to have more than this number of participants. We anticipate interest from international students and are marketing it actively to them via Program Advisors and International, which will make the course cost-recovery.
- c. Frequency of offering - We plan to offer it biannually and anticipate considerable interest.
- d. Resources required (labs, equipment) - Cushions and mats already purchased.

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:

Textbooks \$100.00

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**From:** Seonaigh MacPherson

**Sent:** September-14-17 3:31 PM

**To:** Amanda Grimson; cwconsult

**Cc:** Professional Studies Deans Office; Corinne Richardson; Maple Melder-Crozier

**Subject:** RE: ADED 423 - New Course

Please reply-all with CWC comments on the attached.

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

- Course title: why "Advanced Studies of"? Can this be dropped?

**We originally used the simple MBCT (ADED 421) and MBSR (ADED 423), but some people familiar with these 8-week programs communicated concerns in the Faculty of Professional Studies, and this was the result. The reason is that the MBCT title alone refers to a very prescribed and specific delivery format and model that does not include any assessment in the sense that we use it here. So, to include more ILOs and assessment to the course, we need to indicate that it is MBCT PLUS.... and that is indicated by the "Advanced Studies of..."**

It is "Advanced..." rather than just "More" because it requires engagement with scholarship and research.

- The second note in the calendar description should be deleted.

Done.

- Same prerequisite comments as for ADED 421.

Access is a key principle of our programs in Adult Education as our students are part-time and our courses are usually offered on a 2-year rotation. This course is designed to serve a range of professionals and students for personal and professional development purposes. Very few of our courses have pre-reqs anyway, but this is certainly not a course we would want to add any to as it is intended to appeal to students from a range of backgrounds.

- Typical structure of hours: suggest deleting "(optional – would reduce other hours)" as this is confusing.

Done.

- Evaluation: can the items listed in the "details" section be included in the table?

The only relevant item or category in the table is "Assignments," so these were listed to provide a breakdown of that category.

- Same comment as for ADED 421: There appears to be significant overlap between this course and the proposed ADED 421 and 422. Why is there a need for three courses? Can the difference between these courses be further explained?

Although there is overlap in the mindfulness practices introduced, the topics of discussion and reflection are quite different. Also, ADED 421 and ADED 423 are established and distinctive requirements and pre-reqs for specialized certificates as MBCT facilitators (therapeutic populations) and MBSR facilitators (stress-management for largely healthy populations). The ADED 422 course is not based on a specialized or defined program but focuses more generally on wellbeing and workplace wellness program, which are a big area of Adult Education and Workplace Training.



ORIGINAL COURSE IMPLEMENTATION DATE: January 2018  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2023  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                                                                                                   |  |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------------------------------------------------------------------------------------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|---|--------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ADED 423                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                                                                                                   |  |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Course Full Title:</b> Advanced Studies of Mindfulness-Based Stress Reduction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                                                                                                   |  |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Advanced Studies of MBSR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                                                                                                   |  |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Department (or program if no department):</b> Adult Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                                                                                                   |  |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Calendar Description:</b><br>Using combined scientific and meditative forms of inquiry, this practice-oriented approach to stress-management systematically trains and refines attention and awareness to enhance mindfulness. Participants investigate stress, stress reactivity, and healthier responses to stress in their own experience and more generally.                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                                                                                                   |  |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | One of the following: (30-university-level credits) or (enrolment in an Adult Education program) or (permission of the Adult Education department). Note: Students who do not have 30 university-level credits will need to contact the Adult Education program advisor for permission to register.                                                                                                                                                                                                                              |    |                                                                                                                   |  |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <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: <i>N/A</i><br>Cross-listed with: <i>N/A</i><br>Equivalent course(s): <i>N/A</i><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                                                                                                                   |  |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture hours</td> <td style="text-align: center;">45</td> </tr> <tr> <td>Seminars/tutorials/workshops (Distant students will have access to F2F classes via videoconferencing technology).</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 style="text-align: center;">0</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 (Distant students will have access to F2F classes via videoconferencing technology). |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: | 0 | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i><br><b>Maximum enrolment (for information only):</b> 25<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually or Biannually |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                                                                                                   |  |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Seminars/tutorials/workshops (Distant students will have access to F2F classes via videoconferencing technology).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                                                                                                   |  |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                                                                                                   |  |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                                                                                                   |  |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                                                                                                   |  |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                                                                                                   |  |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 0         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                                                                                                   |  |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                                                                                                   |  |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Department / Program Head or Director:</b> Seonaigh MacPherson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> February 18, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                                                                                                   |  |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b> March 3, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                                                                                                   |  |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of posting:</b> May 26, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                                                                                                   |  |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Dean/Associate VP:</b> Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> March 3, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                                                                                                   |  |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> September 29, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                                                                                                                   |  |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |

### Learning Outcomes

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

1. Inquire into a range of mindfulness practices using a three-phase mindfulness inquiry process.
2. Examine personal stress reactivity cycles and relate them to peer experiences and to scientific models of stress cycles.
3. Investigate personal communication patterns and strategies to foster more mindful interpersonal relations.
4. Integrate a range of mindfulness practices and strategies into daily life.
5. Facilitate a short mindfulness practice and inquiry session with a small group or a partner.
6. Analyze scientific evidence and theories on the relationship between mindfulness and stress reduction.
7. Embody mindful conduct in a community of inquiry.

### 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 follow the distinctive inquiry method associated with the teaching and learning of mindfulness in the MBSR/MBCT model, including an experiential education approach involving the front-ending of experience, a three-phase inquiry method, and a strong emphasis on the development of practical skills associated with mindfulness rather than on theory or research. That said, there will be some review of the research on mindfulness and its impact on stress and brain-body and mental health, but this would be back-ended rather than front-ended as if often done in the deductive "application" process. In this respect, the course supports a more inductive reasoning approach, moving from experience to reflecting on explanatory mechanisms or theories.

**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. Stahl, B. and Goldstein, E. | <i>A Mindfulness-Based Stress Reduction Workbook</i>                                                            | <input checked="" type="checkbox"/> | Harbinger     | 2010 |
| 2. Kabat-Zinn, J.              | <i>Full-Catastrophe Living: Using the Wisdom of your Body and Mind to Face Stress, Pain, and Illness</i>        | <input checked="" type="checkbox"/> | Bantam        | 2013 |
| 3. Greenberg, M.               | <i>The Stress-Proof Brain: Master your Emotional Response to Stress Using Mindfulness &amp; Neuroplasticity</i> | <input checked="" type="checkbox"/> | New Harbinger | 2016 |

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

Yoga mat.

### Typical Evaluation Methods and Weighting

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

**Details (if necessary):** Assessment could include homework records (10%); mid-course self-assessment (15%); weekly online group discussions about home practice (with students in inquiry pods or groups) (25%); statement of intention with a sustainability plan (10%); peer facilitation of a short mindfulness practice with inquiry - like a mini-lesson (15%); final presentation (25%).

### Typical Course Content and Topics

- Module 1:** **Orientation** to the course. Introduce mindfulness and the roots of mindfulness as interpreted in the MBSR program. Review research (overview) and expectations and commitments of the MBSR program and of this specific course.
- Module 2:** **MBSR Session 1** - Introducing mindfulness practices (mindful eating, short standing yoga practice, bodyscan) with a 3-phase inquiry process. Reviewing expectations regarding home practice. Connect-the-dots puzzle.
- Module 3:** **MBSR Session 2** - Mindfulness practices (body scan, full standing yoga practice, short breathing meditation) with a 3-phase inquiry process. Reviewing home practice. Introduce *Pleasant Calendar* home practice.
- Module 4:** **MBSR Session 3** - Mindfulness practices (lying-to-standing yoga practice, walking meditation, sitting meditation) with a 3-phase inquiry. Seeing, unseeing, and perceiving. Review *Pleasant Calendar* and introduce *Unpleasant Calendar*.
- Module 5:** **MBSR Session 4** - Mindfulness practices (standing yoga practice; sitting meditation - B, BS, and how to work with intense bodily sensations) with a 3-phase inquiry. Review *Unpleasant Calendar*. Introduce stress reactivity. Midway evaluations.
- Module 6:** **MBSR Session 5** - Mindfulness practices (yoga practice; sitting meditation - B/B/S/T&E/CA/B) with a 3-phase inquiry. Explore stress response. Introduce *Difficult Communications Calendar*. Return midway evaluations.
- Module 7:** **MBSR Session 6** - Mindfulness practices (yoga practice; sitting meditation - B/S/T&E/CA/B; Aikido exercise/alternative; short sitting meditation) with a 3-phase inquiry. Review *Difficult Communications Calendar*.
- Module 8:** **MBSR Session 7** - Mindfulness practices (sitting meditation - B, B. CA, B; mountain/lake meditation; changing seats exercise) with a 3-phase inquiry. Discuss retreat.
- Module 9:** **MBSR Retreat / Intensive** - Mindfulness practices (short breathing meditation; bodyscan; mindful movement; sitting meditation; walking meditation; mountain/lake meditation; mindful eating - optional) with a 3-phase inquiry.
- Module 10:** **MBSR Session 8** - Mindfulness practices (body scan; yoga practice; sitting meditation) with a 3-phase inquiry. Review/reflect on retreat.
- Module 11:** **Student-facilitated** mindfulness practices in groups (bodyscan) with a 3-phase inquiry. Revisiting scientific research on mindfulness with a focus on its impact on stress-reduction. Student presentations on mindfulness and stress.
- Module 12:** **Student-facilitated** mindfulness practices in groups (yoga) with a 3-phase inquiry. Mindfulness, the brain, and neuroplasticity. Student presentations on mindfulness and the brain.
- Module 13:** **Student-facilitated** mindfulness practices in groups (sitting meditation) with a 3-phase inquiry. Student presentations. Course evaluations.

**Memo for Program Changes**

To: Professional Studies Faculty Council and UEC

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

Date: February 21, 2017

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

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

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

2. Rationale for change(s):

**Major Change:** *In supporting the addition of **new courses** to the BA AE program, please include ADED 421 Mindfulness-Based Cognitive Therapy, ADED 422 Wellbeing and Lifelong Learning and ADED 423 Mindfulness-Based Stress Reduction as a change to the program. All three courses can be used as electives in the BA-ADED degree program and open to all UFV students with at least 30 credits or permission of the Department.*

**Rationale:** *This pathway recognizes new elective courses ADED 421, ADED 422 and ADED 423 as meeting the requirements for the BA-ADED degree or minor, thereby rounding out elective course options to include a set of health- and wellness-related education courses. Furthermore, all courses provide good background for the new Mindfulness-Based Teaching and Learning (MBTL) graduate certificate, with either ADED 421 or 423 meeting one of the pre-requisite requirements for entry into that program.*

**Minor Change:** Additional Elective courses

| <b>Program Electives (9 Credits)</b><br><b>(can include non-ADED courses to be chosen in consultation with advisor)</b> |                                              |
|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| ADED 305                                                                                                                | Portfolio Development for PLAR               |
| ADED 330                                                                                                                | Special Topics in Adult Education            |
| ADED 350                                                                                                                | Storytelling and the Reflective Practitioner |
| ADED 380                                                                                                                | Educational Technologies                     |
| ADED 421                                                                                                                | Mindfulness-Based Cognitive Therapy          |
| ADED 422                                                                                                                | Wellbeing and Lifelong Learning              |
| ADED 423                                                                                                                | Mindfulness-Based Stress Reduction           |
| ADED 430                                                                                                                | Leadership in Adult Education                |
| ADED 446                                                                                                                | Community-based Adult Education Methods      |
| ADED 471                                                                                                                | Synthesis Project in Adult Education II      |
| ADED 480                                                                                                                | Seminar in Adult Education Issues            |

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?

*As in most ADED courses, we strive to add in content, examples and instructional methods that will embrace indigenous learning in our classes. In addition, ADED 422 has explicit outcomes related to Indigenous perspectives on wellbeing and trauma-informed practice. ADED 421 and 423 are based on standardized programs but we will endeavour to include Indigenous issues in discussions.*

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

*We anticipate no impact on resources.*

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

*These courses are designed to serve students' academic AND health and wellness needs. These changes are undertaken to improve the program and enhance student pathways into and through the program, so we anticipate a modest increase in our enrolment from these changes.*

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

N/A

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

N/A

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

N/A

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

*N/A - There are no budgetary implications.*

This Calendar section below is where the change will be applied.

#### **Electives**

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

Choose three of the following:

9

ADED 305 Portfolio Development for Prior Learning Assessment Recognition (see Note 1)

ADED 330 Special Topics in Adult Education

ADED 350 Storytelling and the Reflective Practitioner

ADED 380 Educational Technologies

ADED 421 Mindfulness-Based Cognitive Therapy

ADED 422 Wellbeing and Lifelong Learning

ADED 423 Mindfulness-Based Stress Reduction

ADED 430 Leadership in Adult Education

ADED 446 Community-based Adult Education Methods

ADED 471 Synthesis Project in Adult Education II

ADED 480 Seminar in Adult Education Issues

Non-ADED electives chosen in consultation with Adult Education Program Advisor

3

Note 1: ADED 305 is required for program-based PLAR.

Note 2: ADED courses not used in the Diversity and Social Justice section or the Capstone courses can also be used as electives.

**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: Teresa Piper: Department Head-Modern Languages

Date: May 19<sup>th</sup>, 2017

**Subject: Proposal for discontinuation of FREN 100**

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:

Since the new BA has now a language requirement, French first year courses, namely FREN 100, FREN 101 and FREN 102, have been revised and redeveloped into FREN 101 and FREN 102 in order to be streamlined with other languages at the first year level. Therefore, the content from FREN 100 is now being covered in FREN 101.

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

N/A

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

No

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

The entire MOLA department and the French caucus have been consulted.

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

N/A

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

N/A

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

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

**Memo to :** CACC, College of Arts Council, UEC

**From:** UFV French Department

**Date:** May 19, 2017

**Subject:** Discontinuation of French 100

During the discussions of the Language Requirement for the new UFV BA which will come into effect, it became clear that changes had to be made to the French curriculum in order to make the programme as consistent as possible with the other languages offered at UFV.

Primarily, the proposed change affects the structure of the first-year programme. Before the early nineties our French 101 and 102 covered a specific set of required skills which the learners had to master, and what specific linguistic topics were covered, such as specific verb tenses and moods, amount of vocabulary, etc. French 101 was articulated very specifically with other universities and colleges around BC as a course requiring Grade 11 French for entry. This meant that as our French programme developed, we had to create a course designed for those who had had no French or at least not Grade 11. So we developed French 100 (or 099 as it was called at first). With the creation of French 100 in 1995, it would now take a true beginner in French three semesters to complete the first-year of study instead of two, as with all the other seven first-year languages. This was seen as fair because at that time there were far more students in the school system studying French than studying other languages, several of which were not taught at that time. Moreover, at first our colleagues from other French departments assured us that three semesters would not be abnormal, because “there were higher expectations for French because it was the second official language of Canada.” Further, because many secondary school students were going into French, most took enough French to render the need for a course such as French 100, a true beginner’s course, somewhat moot amongst our students, except for our foreign students who wanted to begin French. Thus French 100 became popular amongst international students at UFV.

But over a long period of time, demographics have changed, our students have changed and so have their needs. And now with inclusion of a language requirement within the new BA, it became clear that to be fair to all concerned in MOLA that French had to conform to the same time frame as other languages, i.e. two semesters of study to complete the first year of study. Therefore, the French instructors within MOLA, with the support of all seven other languages currently offered by MOLA, propose several changes to the curriculum as high-lighted below:

- French 100 will be eliminated.
- The curriculum of French 101 and 102 will be reconfigured to absorb the topics which were taught in 100. By necessity, some topics previously

contained within the three semester system will be excised from the curriculum and taken up in one of the second year courses, some of which will be re-organized. However, these curriculum reductions are not essential to achieving the learning objectives of the courses. For example, instead of a thorough study of the subjunctive, only expressions of volition and necessity will be studied; the other expressions (emotion, doubt, conjunctions, superlative) will be studied in second year when subjunctive is being reviewed.

- French 101 will now have no prerequisites, the same as the other first-year language courses offered through the Modern Languages Institute, and will begin at the beginning. French 102 will require UFV French 101 or equivalent, such as Grade 11 French.
- A new second-year course, French 214 is being considered. This course has been designed to fulfill the needs of those students who have completed first-year study, but whose level of competency is too low to ensure success in French 215 and 216. For a long time we have noticed students in 215 and 216 who, despite completing Grade 12 or UFV French 102, have struggled with those courses. Entry into 210 would be based on grades: those with less than a B in French 12 or UFV French 102, or below a designated score on a placement test, would be required to take 214 before enrolling in either 215 or 216.
- FREN 330 is being removed from the minor and extended minor, as this has been replaced in the program by FREN 430. FREN 330 has not been offered for several years and will be discontinued.

### **Calendar Copy Template**

- 1. Modern Languages Institute**
- 2. [www.ufv.ca/mola](http://www.ufv.ca/mola)**
- 3. Bachelor of Arts**
- 4. French Major**
- 5. Program introduction/calendar description** *(brief description, usually 1-3 paragraphs)*

UFV offers a major, an extended minor, and a minor in French as part of its Bachelor of Arts program. The primary goal of the French major is to enable graduates to acquire advanced levels in writing, reading, speaking, listening and interacting in French, one of Canada's official languages. French major graduates will be well-prepared for employment in teaching French, translation, and working in bilingual positions such as those offered by the Federal Government, as well as in other areas of today's globalized, multilingual workforce.

Three optional immersion courses at the fourth-year level have been developed in conjunction with a student exchange program between UFV's French program and Université Laval. For more information, contact the department head or an Advisor.

This section specifies the major discipline requirements only. Information on additional Bachelor of Arts requirements can be found [here](#), 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.

**6. Entrance requirements**

B.C. secondary school graduation or equivalent or minimum of 19 years of age before the first day of classes.

**APPLICANTS MUST SATISFY THE ENGLISH LANGUAGE PROFICIENCY REQUIREMENT. FOR DETAILS ON HOW THIS REQUIREMENT MAY BE MET, SEE ENGLISH LANGUAGE PROFICIENCY REQUIREMENT IN THE ADMISSIONS SECTION OF THE CALENDAR. STUDENTS MUST ALSO ENSURE THAT THEY MEET COURSE PREREQUISITES.**

**7. When to apply** *(either specific intake or continuous application, if applicable)*

Applications are accepted for entrance to the Fall, Winter, and Summer semesters. For application deadlines, see Specific intake application process ([calendar link](#)).

**8. How to apply**

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

Additional documents required for a complete application:

- Official transcripts (or interim transcripts) from all post-secondary institutions you have attended showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the Transfer Credit section for details.
2. You will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required when you register (see the Fees and Other Costs ([calendar link](#)) section). This money will be applied toward your tuition fees. Final payment of all course fees is due the end of the second week of classes.

**9. Basis for admission decision** *(specify either competitive or non-competitive admission)*

Non-competitive admission:

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

**10. Fees and additional costs**

Cost of tuition to complete all necessary courses.

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

[Total number of credits required to complete a French Major is 53 credits or 59 including FREN 101 and 102.](#)

**12. Location**

Abbotsford Campus of UFV

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

~~For students entering UFV with no previous knowledge of French~~

| Course   | Title                  | Credits |
|----------|------------------------|---------|
| FREN 100 | Introduction to French | 3       |

For students entering UFV with no previous knowledge of French or longer than 2 years since French 11:

| Course   | Title             | Credits |
|----------|-------------------|---------|
| FREN 101 | French Language I | 3       |

UFV FREN 101 or equivalent, French 11, instructor's permission, or assessment of the department.

|          |                    |   |
|----------|--------------------|---|
| FREN 102 | French Language II | 3 |
|----------|--------------------|---|

~~1. For those with French 12 or UFV's FREN 102:~~

In addition to the general requirements for the Bachelor of Arts, students declaring a major in French will be required to complete the following courses.

*Lower-level requirements: 21 credits*

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

|                |                                                             |   |
|----------------|-------------------------------------------------------------|---|
| LING 101       | An Introduction to Language                                 | 3 |
| <b>One of:</b> | <a href="#">For those with French 12 or UFV's FREN 102:</a> | 3 |
| FREN 215       | Intermediate French I                                       |   |
| or FREN 230    | Intermediate French for French Immersion Students I         |   |
|                |                                                             |   |
| FREN 216       | Intermediate French II                                      | 3 |
| FREN 219       | Intermediate French Composition                             | 3 |
| FREN 225       | Francophone Language and Culture via Media                  | 3 |
| FREN 242       | Intermediate French Oral Communication                      | 3 |

|          |                                   |   |
|----------|-----------------------------------|---|
| FREN 245 | Cultures of the Francophone World | 3 |
|----------|-----------------------------------|---|

*Upper-level requirements: 32 credits*

| Course           | Title                                                   | Credits |
|------------------|---------------------------------------------------------|---------|
| FREN 315         | Introduction to Francophone Literature                  | 4       |
| FREN 319         | Advanced French Composition                             | 4       |
| FREN 325         | Phonetics and Pronunciation: The Silky Sounds of French | 4       |
| FREN 342         | Advanced French Oral Communication                      | 4       |
| FREN 345         | Cinéma français et québécois depuis 1950                | 4       |
| <b>Three of:</b> |                                                         | 12      |
| FREN 415         | Myths, Legends, and Tales in Francophone Literatures    |         |

|          |                                               |  |
|----------|-----------------------------------------------|--|
| FREN 420 | French Translation and Comparative Stylistics |  |
| FREN 430 | Introduction to French Linguistics            |  |
| FREN 450 | Special Topics in French I (see Note)         |  |
| FREN 451 | Special Topics in French II (see Note)        |  |
| FREN 452 | Special Topics in French III (see Note)       |  |

Note: FREN 450, 451, and 452 are not offered at UFV; these courses are intended for students who participate in a formal exchange program, currently available at Université Laval.

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

N/A

**15. Program regulations** *(standard policies apply unless superseded by program-specific regulations)*

**a. Continuance and probation**

**b. Course repetition**

**c. Readmission**

**d. Residency**

At least 60 credits of the 120 BA credits must be completed at UFV, of which 30 must be upper-level. At least 15 upper-level credits that count toward the French major must be completed at UFV

**e. Graduation requirements**

A minimum grade of C+ in FREN 219, as well as a minimum cumulative GPA of 2.33 in all other courses applicable to the major, is required for graduation with a major in French. Successful completion of LING 101 with a minimum grade of 2.0 is required prior to the declaration of a French Major.

**f. Maximum length of time to complete program**

N/A

### **Calendar Copy Template**

- 1. Modern Languages Institute**
- 2. [www.ufv.ca/mola](http://www.ufv.ca/mola)**
- 3. Bachelor of Arts**
- 4. French Extended Minor**
- 5. Program introduction/calendar description** *(brief description, usually 1-3 paragraphs)*

UFV offers a major, an extended minor, and a minor in French as part of its Bachelor of Arts program. The primary goal of the French major is to enable graduates to acquire advanced levels in writing, reading, speaking, listening and interacting in French, one of Canada's official languages. French major graduates will be well-prepared for employment in teaching French, translation, and working in bilingual positions such as those offered by the Federal Government, as well as in other areas of today's globalized, multilingual workforce.

Three optional immersion courses at the fourth-year level have been developed in conjunction with a student exchange program between UFV's French program and Université Laval. For more information, contact the department head or an Advisor.

This section specifies the extended minor discipline requirements only. Information on additional Bachelor of Arts requirements can be found [here](#), including 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.

**6. Entrance requirements**

B.C. secondary school graduation or equivalent or minimum of 19 years of age before the first day of classes.

Applicants must satisfy the English language proficiency requirement. For details on how this requirement may be met, see English language proficiency requirement in the Admissions section of the calendar. Students must also ensure that they meet course prerequisites.

**7. When to apply** *(either specific intake or continuous application, if applicable)*

Applications are accepted for entrance to the Fall, Winter, and Summer semesters. For application deadlines, see Specific intake application process (*calendar link*).

**8. How to apply**

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

Additional documents required for a complete application:

- Official transcripts (or interim transcripts) from all post-secondary institutions you have attended showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the Transfer Credit section for details.
2. You will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required when you register (see the Fees and Other Costs (*calendar link*) section). This money will be applied toward your tuition fees. Final payment of all course fees is due the end of the second week of classes.

**9. Basis for admission decision (*specify either competitive or non-competitive admission*)**

Non-competitive admission:

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

**10. Fees and additional costs**

Cost of tuition to complete all necessary courses.

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

Total number of credits required to complete an extend minor is 38 credits or 44 credits including FREN 101 and 102.

**12. Location**

Abbotsford Campus of UFV

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

~~For students entering UFV with no previous knowledge of French~~

| Course              | Title                             | Credits      |
|---------------------|-----------------------------------|--------------|
| <del>FREN 100</del> | <del>Introduction to French</del> | <del>3</del> |

For students entering UFV with no previous knowledge of French or longer than 2 years since French 11:

| Course   | Title             | Credits |
|----------|-------------------|---------|
| FREN 101 | French Language I | 3       |

UFV FREN 101 or equivalent, French 11, instructor's permission, or  
assessment of the department.

|          |                    |   |
|----------|--------------------|---|
| FREN 102 | French Language II | 3 |
|----------|--------------------|---|

In addition to the general requirements for the Bachelor of Arts, students declaring a major in French will be required to complete the following courses.

For those with French 12 or UFV's FREN 102:

### Lower-level requirements: 18 credits

| Course      | Title                                               | Credits |
|-------------|-----------------------------------------------------|---------|
| FREN 215    | Intermediate French I                               |         |
| or FREN 230 | Intermediate French for French Immersion Students I | 3       |

|          |                                            |   |
|----------|--------------------------------------------|---|
| FREN 216 | Intermediate French II                     | 3 |
| FREN 219 | Intermediate French Composition            | 3 |
| FREN 225 | Francophone Language and Culture via Media | 3 |
| FREN 242 | Intermediate French Oral Communication     | 3 |
| FREN 245 | Cultures of the Francophone World          | 3 |

Upper-level requirements: (20 credits)

| Course          | Title                                  | Credits |
|-----------------|----------------------------------------|---------|
| FREN 319        | Advanced French Composition            | 4       |
| <b>Four of:</b> |                                        |         |
| FREN 315        | Introduction to Francophone Literature | 4       |

|                     |                                                         |              |
|---------------------|---------------------------------------------------------|--------------|
| FREN 325            | Phonetics and Pronunciation: The Silky Sounds of French | 4            |
| <del>FREN 330</del> | <del>Introductory French Linguistics</del>              | <del>4</del> |
| FREN 342            | Advanced French Oral Communication                      | 4            |
| FREN 345            | Cinéma français et québécois depuis 1950                | 4            |
| FREN 415            | Myths, Legends, and Tales in Francophone Literatures    | 4            |
| FREN 420            | French Translation and Comparative Stylistics           | 4            |
| FREN 430            | Introduction to French Linguistics                      | 4            |
| FREN 450            | Special Topics in French I                              | 4            |
| FREN 451            | Special Topics in French II                             | 4            |

|          |                              |   |
|----------|------------------------------|---|
| FREN 452 | Special Topics in French III | 4 |
|----------|------------------------------|---|

Note: FREN 450, 451, and 452 are not offered at UFV; these courses are intended for students who participate in a formal exchange program, currently available at Université Laval.

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

N/A

**15. Program regulations (standard policies apply unless superseded by program-specific regulations)**

**a. Continuance and probation**

**b. Course repetition**

**c. Readmission**

**d. Residency**

**e. Graduation requirements**

Note: A minimum grade of C+ in FREN 219, as well as a minimum cumulative GPA of 2.33 in all other courses applicable to the extended minor, is required for graduation with an extended minor in French.

**f. Maximum length of time to complete program**

N/A

Calendar Copy Template

**1. Modern Languages Institute**

**2. [www.ufv.ca/mola](http://www.ufv.ca/mola)**

**3. Bachelor of Arts**

**4. French Minor**

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

UFV offers a major, an extended minor, and a minor in French as part of its Bachelor of Arts program. The primary goal of the French major is to enable graduates to acquire advanced levels in writing, reading, speaking, listening and interacting in French, one of Canada's official languages. French major graduates will be well-prepared for employment in teaching French, translation, and working in bilingual positions such as those offered by the Federal Government, as well as in other areas of today's globalized, multilingual workforce.

This section specifies the minor discipline requirements only. Information on additional Bachelor of Arts requirements can be found [here](#), 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.

**6. Entrance requirements**

B.C. secondary school graduation or equivalent or minimum of 19 years of age before the first day of classes.

Applicants must satisfy the English language proficiency requirement. For details on how this requirement may be met, see English language proficiency requirement in the Admissions section of the calendar. Students must also ensure that they meet course prerequisites.

**7. When to apply** (*either specific intake or continuous application, if applicable*)

Applications are accepted for entrance to the Fall, Winter, and Summer semesters. For application deadlines, see Specific intake application process ([calendar link](#)).

**8. How to apply**

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

Additional documents required for a complete application:

- Official transcripts (or interim transcripts) from all post-secondary institutions you have attended showing grade/course achievement as per entrance requirements. To be

considered official, transcripts must be sent directly to UFV from the originating institution; see the Transfer Credit section for details.

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

**9. Basis for admission decision** (*specify either competitive or non-competitive admission*)

Non-competitive admission:

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

**10. Fees and additional costs**

Cost of tuition to complete all necessary courses.

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

Total number of credits required to complete an extend minor is 32 credits or 38 credits including FREN 101 and 102.

**12. Location**

Abbotsford Campus of UFV

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

~~For students entering UFV with no previous knowledge of French~~

| Course              | Title                             | Credits      |
|---------------------|-----------------------------------|--------------|
| <del>FREN 100</del> | <del>Introduction to French</del> | <del>3</del> |

For students entering UFV with no previous knowledge of French or longer than 2 years since French 11:

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

|          |                   |   |
|----------|-------------------|---|
| FREN 101 | French Language I | 3 |
|----------|-------------------|---|

UFV FREN 101 or equivalent, French 11, instructor's permission, or assessment of the department.

|          |                    |   |
|----------|--------------------|---|
| FREN 102 | French Language II | 3 |
|----------|--------------------|---|

In addition to the general requirements for the Bachelor of Arts, students declaring a major in French will be required to complete the following courses.

For those with French 12 or UFV's FREN 102:

### Lower-level requirements: 12 credits

| Course      | Title                                               | Credits |
|-------------|-----------------------------------------------------|---------|
| FREN 215    | Intermediate French I                               |         |
| or FREN 230 | Intermediate French for French Immersion Students I | 3       |
| FREN 216    | Intermediate French II                              | 3       |

|                     |                                            |   |
|---------------------|--------------------------------------------|---|
| FREN 219            | Intermediate French Composition            | 3 |
| <b>Plus one of:</b> |                                            |   |
| FREN 225            | Francophone Language and Culture via Media | 3 |
| FREN 242            | Intermediate French Oral Communication     |   |
| FREN 245            | Cultures of the Francophone World          |   |

**Upper-level requirements: 20 credits**

| <b>Course</b>   | <b>Title</b>                | <b>Credits</b> |
|-----------------|-----------------------------|----------------|
| FREN 319        | Advanced French Composition | 4              |
| <b>Four of:</b> |                             |                |

|                     |                                                         |              |
|---------------------|---------------------------------------------------------|--------------|
| FREN 315            | Introduction to Francophone Literature                  | 4            |
| FREN 325            | Phonetics and Pronunciation: The Silky Sounds of French | 4            |
| <del>FREN 330</del> | <del>Introductory French Linguistics</del>              | <del>4</del> |
| FREN 342            | Advanced French Oral Communication                      | 4            |
| FREN 345            | Cinéma français et québécois depuis 1950                | 4            |
| FREN 415            | Myths, Legends, and Tales in Francophone Literatures    | 4            |
| FREN 420            | French Translation and Comparative Stylistics           | 4            |
| FREN 430            | Introduction to French Linguistics                      | 4            |
| FREN 450            | Special Topics in French I                              | 4            |

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

N/A

**15. Program regulations** *(standard policies apply unless superseded by program-specific regulations)*

**a. Continuance and probation**

**b. Course repetition**

**c. Readmission**

**d. Residency**

**e. Graduation requirements**

Note: A minimum grade of C+ in FREN 219, as well as a minimum cumulative GPA of 2.33 in all other courses applicable to the minor, is required for graduation with a minor in French.

**f. Maximum length of time to complete program**

N/A

**Memo for Program Changes**

To: CACC, CAC, CWC, UEC, Senate

From: Teresa Arroliga-Piper, Department Head, MOLA

Date: 17 May 2017

**Subject: Advanced Proficiency Certificate in Japanese**

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

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

2. Rationale for change(s):

The Modern Languages department presently offers courses at the beginner, intermediate and advanced levels in Japanese. However, these courses were added after the Intermediate and Advanced Proficiency Certificate framework was set up for several of our other languages. We already have students graduating with an Intermediate Proficiency Certificate in Japanese. However, we also have a number of students who complete the advanced courses in Japanese but do not receive Advanced Proficiency Certificates because this program is not yet listed in the UFV Academic Calendar.

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

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

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

The program will include some exposure to the situation of the Ainu people of Japan.

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

No; N/A

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

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

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

No.

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

Seats in existing courses.

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

N/A

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

**CWC comment and response:**

- Are the upper-level JAPN courses offered frequently enough to justify creation of this certificate?

*The frequency of JAPN 301 and 302 is about once in two years now, but these could be taught every year as interest rises for the advanced certificate. These courses would be offered on an as needed basis for those students looking to complete the advance Japanese proficiency certificate.*

# MEMO



**To:** CACC, CAC, CWC, UEC, Senate  
**From:** Teresa Piper, Department Head, MOLA  
**Date:** May 17, 2017  
**Re:** Advanced Proficiency Certificates in Japanese.

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## **Summary**

The Modern Language Institute is proposing the following be included in the already approved and existing Proficiency Certificate framework:

### **Advanced Certificate in Japanese**

- 20 credits in a single language, including a minimum of 6 credits at the 200-level and 8 credits at the upper-level (JAPN 301 and 302)  
Or
- The Grade 12 level in a single language plus 14 additional credits, including a minimum of 6 credits at the 200-level and 8 credits at the upper-level (JAPN 301 and 302)

## **Rationale**

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

## **Framework for Proficiency Certificates in Modern Languages**

UFV will recognize ability in a modern language by awarding an associate certificate for intermediate proficiency or a certificate for advanced proficiency. This framework sets the criteria for these credentials. As the Modern Languages Institute offers more languages that provide the courses needed to meet the requirements for these credentials, the department will request approval from the Dean of Arts and UEC that these languages be included under this framework.

Certificates in each specific language will be reviewed through the Academic Program Review process to ensure that the required courses are regularly scheduled and offered for students.

## **Credentials to be awarded**

An Associate Certificate, Intermediate Proficiency or a certificate, Advanced Proficiency may be awarded on completion of the requirements. The specific language for which proficiency has been demonstrated

# MEMO



will be identified in parentheses as part of the credential; i.e. Associate Certificate, Intermediate Proficiency (Halq'eméylem); Certificate, Advanced Proficiency (Spanish).

## **How to obtain a proficiency certificate**

Students in any UFV program who meet the stated requirements of proficiency in a single language, as outlined below, many apply for the corresponding associate certificate or certificate by completing a graduation application, available at Admissions and Records by April 1 (all requirements must be met by April 30).

## **Program requirements**

### Associate Certificate, Intermediate Proficiency

- 12 credits in a single language, including a minimum of 6 credits at the 200-level  
Or
- The Grade 12 level of a language plus 6 credits at the 200-level

### Certificate, Advance Proficiency

- 20 credits in a single language, including a minimum of 6 credits at the 200-level and 8 credits at the upper-level  
Or
- The Grade 12 level in a single language plus 14 additional credits, including a minimum of 6 credits at the 200-level and 8 credits at the upper-level

## **General requirements**

1. To be awarded a credential, the cumulative GPA for the required post-secondary courses must be at least 2.33.
2. At least 25% of the credits must be taken at UFV.
3. Credits may be earned through prior learning assessment. (Credits earned in this way do not count toward the 25% of the credits that must be taken at UFV.)

Approved by UEC December 16, 2016

## CALENDAR COPY:

### PROFICIENCY CERTIFICATES IN MODERN LANGUAGES

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

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

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

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

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

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

### Intermediate Proficiency associate certificates

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

## French

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

## Halq'eméylem

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

## Japanese

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

## Mandarin

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

## Russian

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

## Spanish

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

## Advanced Proficiency certificates

Advanced Proficiency certificates are currently available for the following languages:

### French

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

### Japanese

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

## **Russian**

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

## **Spanish**

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

## **Graduation**

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



## **UEC TRANSFER CREDIT SUBCOMMITTEE**

### **TERMS OF REFERENCE**

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The UEC Transfer Credit Subcommittee (TCS) is a subcommittee of the Undergraduate Education Committee.

#### **Purpose**

The purpose of the subcommittee is to make decisions on transfer credit recommendations for specific courses or programs from institutions or programming not recognized under Transfer credit policy, and that do not qualify for exemption from UEC approval. These might include, but not be limited to, courses from private post-secondary institutions, education or training provided by a non-post-secondary institution or organization, and formal non-credit education from any source.

The committee will not evaluate prior learning obtained other than through formal courses or programs.

### **PROCEDURES**

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#### **Process**

- The TCS will make decisions on specific transfer recommendations made or signed off by the department head for the most closely related discipline. If UFV does not offer a related discipline, the decisions should be approved by the dean or designate for the most closely related faculty.
- The TCS may request additional information or clarification from the person who evaluated the course or program.
- For precedent-setting decisions, the TCS will consider the degree of confidence in the consistency of standards at the sending institution.
- Transfer credit decisions may be made in a formal meeting, or through an email vote. For email votes, members will have a minimum of five business days to respond.
- Transfer credit decisions require a decision of the majority of the members in attendance at the meeting or who participate in an email vote (minimum 3 in favour), however, if two or more members express strong opposition to the decision, or the committee is unable to decide, the decision will be referred to UEC.
- The TCS will advise UEC on other transfer credit issues.

#### **Reporting**

- The chair will retain a record of all decisions made.

### **COMPOSITION**

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#### **Membership**

- Registrar or designate
- Two UEC members
- At least two additional faculty (as diverse a representation as possible)
- One advisor

#### **Chair**

The TCS will determine a chair each September.