



UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING
September 28, 2018 - 10:00 AM
B121

AGENDA

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Page

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

5 - 6      **2.1.** UEC draft minutes: August 30, 2018

**3. COURSES AND PROGRAMS**

7 - 19      **3.1. Health Sciences: Course outlines**  
                 Change to prerequisites: NURS 203  
                 Changes including prerequisites: NURS 490, 491

MOTION: To approve the NURS 203, 490, and 491 course outlines as presented.

20 -      **3.2. Adult Education: Course outlines**  
24           Change to prerequisites and pre/corequisites: TESL 433

MOTION: To approve the TESL 433 course outline as presented.

25 -      **3.3. Adult Education: Program proposal**  
26           New program: Integrated Learning Design associate certificate

MOTION: To recommend the new Integrated Learning Design associate certificate as presented.

27 -      **3.4. Agriculture Technology: Course outlines**  
34           Changes including pre/corequisites: AGRI 192  
                 Changes including prerequisites: AGRI 292

MOTION: To approve the AGRI course outlines as presented.

35 -      **3.5. Agriculture Technology: Program changes**

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Changes to name and program requirements: Milker Technician associate certificate (formerly Milker Technician certificate)

MOTION: To recommend the changes to the Milker Technician certificate including a name change to Milker Technician associate certificate as presented, effective January 2019.

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**3.6. Business: Course outlines**

Review with changes including title and prerequisites: BUS 377  
Changes including equivalent courses: BUS 478

MOTION: To approve the BUS course outlines as presented.

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**3.7. English: Course outlines**

Changes including title and prerequisites: ENGL 104  
Cross-listing as ENGL 253: THEA 250  
New cross-listed course: ENGL 203/MACS 203  
New course: ENGL 223  
New course: ENGL 271  
New course: ENGL 390  
Discontinuation: ENGL 298  
Discontinuation: ENGL 225, 267, 275, 293, 294, 375  
Discontinuation: ENGL 317, 377

MOTION: To approve the ENGL 104 course outline as presented.

MOTION: To approve the cross-listing of THEA 250 as ENGL 253 as presented.

MOTION: To approve the ENGL 203/MACS 203 course outline as presented.

MOTION: To approve the new ENGL 223, 271, and 390 course outlines as presented.

MOTION: To approve the discontinuation of ENGL 298 as presented.

MOTION: To approve the discontinuation of ENGL 225, 267, 275, 293, 294, and 375 as presented.

MOTION: To approve the discontinuation of ENGL 317 and 377 as presented.

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**3.8. English: Program changes**

Changes to elective options: English programs:

- English major, English Literature
- English major, Creative Writing concentration
- English major, Drama concentration
- English major, Writing and Rhetoric concentration

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- English Honours, Creative Writing
- Creative Writing extended minor
- Creative Writing minor

MOTION: To approve the changes to the English programs as presented, effective January 2019.

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

New course: SOWK 297, Introduction to Mental Health and Substance Use

Discontinuation: HSER 250, Integration of Social Services Theory and Practice

MOTION: To approve the new SOWK 297 as presented.

MOTION: To approve the discontinuation of HSER 250 as presented.

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

Change to program requirements: Social Services diploma and Social Services diploma - First Nations option

MOTION: To approve the changes to the Social Services diploma and Social Services diploma - First Nations option as presented, effective January 2019.

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**3.11. Philosophy: Course outline**

New course: PHIL 495, Honours Tutorial

MOTION: To approve the new PHIL 495 course outline as presented.

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**3.12. Philosophy: Program proposal**

New program: Philosophy Honours

MOTION: To recommend the new Philosophy Honours as presented.

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**3.13. Graphic and Digital Design: Course outlines**

Changes including learning outcomes: GD 202

Changes including learning outcomes: GD 358

New course: GD 254, Typography II

New course: GD 302, Interactive Design III: Applied Web

New course: GD 403, Dynamic Media III: Titling and Video

New course: GD 450, Design Systems I: Experiential Graphic Design

New course: GD 460, Design Systems II: Transmedia Solutions

MOTION: To approve the GD 202 and 358 course outlines as presented.

MOTION: To approve the new GD course outlines as presented.

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**3.14. Graphic and Digital Design: Program proposal**

New program: Graphic and Digital Design major

MOTION: To recommend the new Graphic and Digital Design major as

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presented.

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**3.15. Arts: Program changes**

Change to program requirements: Liberal Arts diploma

Change to program requirements: Bachelor of Arts

MOTION: To recommend the changes to the Bachelor of Arts degree and Liberal Arts diploma, effective January 2019.

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. Membership on UEC Subcommittees:**

- Admissions Subcommittee
- Transfer Credit Subcommittee
- Policy Subcommittee
- Screening Subcommittee

**5. INFORMATION ITEMS**

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

BIO 420

BUS 477

CMNS 353

GEOG 117, 302, 453

**5.2. Universal Design for Learning links:**

<http://www.udlcenter.org/>

<http://www.cast.org/>

<http://www.accessiblecampus.ca/tools-resources/educators-tool-kit/>

**6. ADJOURNMENT**



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

August 30, 2018  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Donna Alary, Adrianna Bakos, Courtney Boisvert, Rajdeep Dhaliwal, Peter Geller, Ceilidh Hart, Bobby Jaswal, Esther Jimenez Atochero, Amber Johnston, David Johnston, Gilmour Jope, Bruce Kirkley, David McGuire, Elaine Newman, Samantha Pattridge, Mary Saudelli, and Eric Spalding

**ABSENT:** Sue Brigden, Heather Compeau, Vlad Dvoracek, John English, Shirley Hardman, Teresa Piper, Kirsten Robertson, and Ben Vanderlei

**GUESTS:** Sarah Graham

**RECORDER:** Amanda Grimson

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

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

##### **2.1. UEC draft minutes: June 15, 2018**

##### **MOTION:**

To approve the draft minutes as presented.

CARRIED

#### **3. BUSINESS/DISCUSSION/REVIEW ITEMS**

##### **3.1. UEC and university governance**

Registrar David Johnston provided an overview of university governance, the program and course approval process, and UEC's role.

##### **3.2. Principles for Quality Curriculum**

The Handbook to Accompany Guiding Principles for Quality Curriculum was reviewed. Mary Saudelli (Teaching & Learning) will also provide some information on Universal Design for Learning.

##### **3.3. Cross-listed courses operating policy**

UFV's approach to cross-listed courses was reviewed.

##### **3.4. Official course outline information**

An Independent Study section has recently been included, but should likely be removed.

UEC Draft Minutes  
30 Aug 2018

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**3.5. Upcoming items for 2018/19**

UEC can expect to see the following this year:

- Transfer Credit policy (107) review
- Course Credit policy (105) guidelines
- Changes relating to B.C. High School curriculum changes
- Possibly discussion of whether to continue publishing two academic calendars per year

**3.6. UEC Subcommittees**

Subcommittee membership will be discussed at the September meeting.

**4. INFORMATION ITEMS**

**4.1. UEC Terms of Reference**

**4.2. UEC meeting dates for 2018/19**

**4.3. UEC membership for 2018/19**

**5. ADJOURNMENT**

The meeting was adjourned at 11:30 am.

**Memo for Course Changes**

To: UEC/ Campus Wide Consultation

From: Lee-Anne Stephen, co-chair BSN curriculum committee and Nancy Goad, BSN Program Coordinator

Date: January 24, 2018

**Subject: Proposal for revision of NURS 203**

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:

- When the BSN curriculum revisions were completed for NURS 203, ENGL 105 as a prerequisite was accidentally omitted. The program has a significant writing component and it is important for the English prerequisite to be completed by the end of the first year.

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

- No

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)?

- BSN Faculty, BSN Curriculum Committee, Faculty Council Curriculum Committee and Faculty Council- Health Sciences.

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

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

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

- a. Credit value – N/A
  - b. Class size limit – N/A
  - c. Frequency of offering – N/A
  - d. Resources required (labs, equipment) – N/A
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?
- This is a clinical course, so students are enrolled in experiential learning activities in the hospital. These experiences are part of their tuition for the course and are scheduled on the timetable.
10. Estimate of the typical costs for this course, including textbooks and other materials:
- Course fees- \$955.56

**CWC comment and response:**

- Why is ENGL 105 being added as a prereq? The memo states that “it is important for the English prerequisite to be completed by the end of the first year”; is there evidence that students aren’t completing this course when they should? (Notice of increase in prerequisites will need to be noted in the calendar prior to implementation.)

*ENGL 105 was previously a prerequisite for N203, but was accidentally omitted when we revised this course. Students must have a proficient level of writing skill prior to entering year 2, so we need this prerequisite to ensure their success in our program.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2016  
**REVISED COURSE IMPLEMENTATION DATE:** January 2019  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 2022  
**Course outline form version:** 10/27/2017

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                     |  |                             |    |                                                              |     |                              |    |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------|--|-----------------------------|----|--------------------------------------------------------------|-----|------------------------------|----|----------------------|--|--------------------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> NURS 203                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            | <b>Number of Credits:</b> 6 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                         |  |                     |  |                             |    |                                                              |     |                              |    |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Course Full Title:</b> Nursing Practice<br><b>Course Short Title:</b><br><i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                     |  |                             |    |                                                              |     |                              |    |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Faculty:</b> Faculty of Health Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            | <b>Department (or program if no department):</b> School of Health Studies                                                                                                                                                                                                                                                                                                                                                                      |  |                     |  |                             |    |                                                              |     |                              |    |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Calendar Description:</b><br>Through simulation, laboratory, and clinical experiences this course will prepare students to manage the nursing care of surgical patients.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                     |  |                             |    |                                                              |     |                              |    |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | Admission to the Bachelor of Science in Nursing program and NURS 104, NURS 105, NURS 106, HSC 113, and HSC 116. Note: As of September 2019, prerequisites will also include ENGL 105.                                                                                                                                                                                                                                                          |  |                     |  |                             |    |                                                              |     |                              |    |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            | NURS 201, NURS 202 and HSC 211.                                                                                                                                                                                                                                                                                                                                                                                                                |  |                     |  |                             |    |                                                              |     |                              |    |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                     |  |                             |    |                                                              |     |                              |    |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Dual-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                                                                        |            | <b>Special Topics</b><br>This course is offered with different topics:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(Double-click on box to select it as checked.)</i><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>(The specific topic will be recorded when offered.)</i> |  |                     |  |                             |    |                                                              |     |                              |    |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture/seminar hours</td><td></td></tr> <tr><td>Tutorials/workshops</td><td></td></tr> <tr><td>Supervised laboratory hours</td><td style="text-align: center;">20</td></tr> <tr><td>Experiential (field experience, practicum, internship, etc.)</td><td style="text-align: center;">180</td></tr> <tr><td>Supervised online activities</td><td style="text-align: center;">10</td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total hours</b></td><td style="text-align: center;"><b>210</b></td></tr> </table> |            | Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                          |  | Tutorials/workshops |  | Supervised laboratory hours | 20 | Experiential (field experience, practicum, internship, etc.) | 180 | Supervised online activities | 10 | Other contact hours: |  | <b>Total hours</b> | <b>210</b> | <b>Transfer Credit</b><br>Transfer credit already exists: (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes<br>Submit revised outline for rearticulation:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i> |  |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                     |  |                             |    |                                                              |     |                              |    |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                     |  |                             |    |                                                              |     |                              |    |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 20         |                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                     |  |                             |    |                                                              |     |                              |    |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 180        |                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                     |  |                             |    |                                                              |     |                              |    |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 10         |                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                     |  |                             |    |                                                              |     |                              |    |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                     |  |                             |    |                                                              |     |                              |    |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>210</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                     |  |                             |    |                                                              |     |                              |    |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | <b>Grading System</b><br><input type="checkbox"/> Letter Grades <input checked="" type="checkbox"/> Credit/No Credit                                                                                                                                                                                                                                                                                                                           |  |                     |  |                             |    |                                                              |     |                              |    |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | <b>Expected Frequency of Course Offerings:</b><br>Fall and Winter<br><i>(Every semester, Fall only, annually, every other Fall, etc.)</i>                                                                                                                                                                                                                                                                                                      |  |                     |  |                             |    |                                                              |     |                              |    |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Department / Program Head or Director:</b> Hannah MacDonald, Director<br><b>Faculty Council approval</b><br><b>Dean/Associate VP:</b> JoAnne MacLean<br><b>Campus-Wide Consultation (CWC)</b><br><b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            | <b>Date approved:</b> October 5, 2017<br><b>Date approved:</b> November 13, 2017<br><b>Date approved:</b> November 13, 2017<br><b>Date of posting:</b> June 8, 2018<br><b>Date of meeting:</b> September 28, 2018                                                                                                                                                                                                                              |  |                     |  |                             |    |                                                              |     |                              |    |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                        |  |

## Learning Outcomes:

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

- Assess dimensions of an individual(s).
- Plan nursing care that promotes, preserves and restores well-being.
- Prioritize nursing interventions.
- Implement nursing interventions ensuring safety and comfort.
- Utilize communication strategies to understand the meaning of the experience for the individual.
- Apply principles of teaching and learning for the individual.
- Collaborate as a member of the health care team.
- Integrate course concepts utilizing critical thinking skills and appropriate resources.
- Perform within UFV and agency policies, CRNBC Professional Standards, and Practice Standards.
- Apply ethical and legal principles.
- Demonstrate progression 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.*)

Lectures, Lab demonstration, skill practice, clinical/community experiences, small group seminar.

**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. Curren, A. M.                                  | Math for meds.                                                   | 11 <sup>th</sup> ed.   | Thomson Delmar    | 2015 |
| 2. Deglin, J. H., & Vallerand, A. H.              | Davis's drug guide for nurses.                                   | 12 <sup>th</sup> ed.   | Davis             | 2011 |
| 3. Jarvis, C.                                     | Pocket companion for physical examination and health assessment. | 2 <sup>nd</sup> Canad. | Saunders Elsevier | 2014 |
| 4. Lewis, S. M., Heitkemper, M., Derksen, S. R.   | Medical-surgical nursing in Canada.                              | 3 <sup>rd</sup> Canad  | Elsevier          | 2013 |
| 5. Lilley, L. L., Harrington, S., & Snyder, J. S. | Pharmacology and the nursing process in Canada.                  | 2 <sup>nd</sup> Canad  | Mosby             | 2011 |

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

## Typical Evaluation Methods and Weighting

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

**Details (if necessary):** Students must achieve 63% on the academic evaluation and satisfactory clinical performance to achieve credit in the course. Clinical indicators, clinical assignments and skill performance.

## Typical Course Content and Topics

### 1. Laboratory

- Health assessment
- Neurovascular assessment
- Surgical asepsis
- SC injections – no insulin
- Basic wound care, drains, sutures
- IV therapy
- Intermittent infusion devices
- Epidural/PCA

### 2. Clinical

Clinical experiences include surgical nursing units in hospital settings as well as observational experiences in OR, PACU, Surgical Day Care and Ambulatory Daycare. May also include rehabilitation/restoration services in the community.

The clinical includes 12 weeks (180 hours) in a surgical setting.

## 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>Current edition</u>   | <u>Publisher</u> | <u>Year</u> |
|-----|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------|------------------|-------------|
| 1.  | Potter, P. A., Perry, A. G.,<br>Stockert, P. A., & Hall, A. M. | Canadian fundamentals of nursing.                                                               | 5 <sup>th</sup> ed.      | Elsevier         | 2014        |
| 2.  | Perry, A. G., Potter, P. A., &<br>Ostendorf, W. R.             | Nursing interventions and clinical skills.                                                      | 6 <sup>th</sup> ed.      | Mosby            | 2016        |
| 3.  | Van Leeuwen, A. M., &<br>Poelhuis-Leth, P. J.                  | Davis's comprehensive handbook of laboratory<br>and diagnostic tests with nursing implications. | 5 <sup>th</sup> ed.      | F. A. Davis      | 2013        |
| 4.  | Venes, D. (Ed.).                                               | Taber's cyclopedic medical dictionary.                                                          | 22 <sup>nd</sup> ed.     | F. A. Davis      | 2013        |
| 5.  |                                                                |                                                                                                 | <input type="checkbox"/> |                  |             |
| 6.  |                                                                |                                                                                                 | <input type="checkbox"/> |                  |             |
| 7.  |                                                                |                                                                                                 | <input type="checkbox"/> |                  |             |
| 8.  |                                                                |                                                                                                 | <input type="checkbox"/> |                  |             |
| 9.  |                                                                |                                                                                                 | <input type="checkbox"/> |                  |             |
| 10. |                                                                |                                                                                                 | <input type="checkbox"/> |                  |             |
| 11. |                                                                |                                                                                                 | <input type="checkbox"/> |                  |             |
| 12. |                                                                |                                                                                                 | <input type="checkbox"/> |                  |             |
| 13. |                                                                |                                                                                                 | <input type="checkbox"/> |                  |             |
| 14. |                                                                |                                                                                                 | <input type="checkbox"/> |                  |             |
| 15. |                                                                |                                                                                                 | <input type="checkbox"/> |                  |             |
| 16. |                                                                |                                                                                                 | <input type="checkbox"/> |                  |             |
| 17. |                                                                |                                                                                                 | <input type="checkbox"/> |                  |             |
| 18. |                                                                |                                                                                                 | <input type="checkbox"/> |                  |             |
| 19. |                                                                |                                                                                                 | <input type="checkbox"/> |                  |             |
| 20. |                                                                |                                                                                                 | <input type="checkbox"/> |                  |             |
| 21. |                                                                |                                                                                                 | <input type="checkbox"/> |                  |             |
| 22. |                                                                |                                                                                                 | <input type="checkbox"/> |                  |             |
| 23. |                                                                |                                                                                                 | <input type="checkbox"/> |                  |             |
| 24. |                                                                |                                                                                                 | <input type="checkbox"/> |                  |             |
| 25. |                                                                |                                                                                                 | <input type="checkbox"/> |                  |             |
| 26. |                                                                |                                                                                                 | <input type="checkbox"/> |                  |             |
| 27. |                                                                |                                                                                                 | <input type="checkbox"/> |                  |             |
| 28. |                                                                |                                                                                                 | <input type="checkbox"/> |                  |             |
| 29. |                                                                |                                                                                                 | <input type="checkbox"/> |                  |             |
| 30. |                                                                |                                                                                                 | <input type="checkbox"/> |                  |             |

**Memo for Course Changes**

To: UEC/ Campus Wide Consultation

From: Lee-Anne Stephen, co-chair BSN curriculum committee and Nancy Goad, BSN Program Coordinator

Date: January 24, 2018

**Subject: Proposal for revision of NURS 490**

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

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

2. Rationale for change:

- This course is overdue for a review. The learning objectives have been updated to reflect the UFV policy regarding directed studies. Prerequisites have been changed to reflect the changes made in the BSN program. Textbooks have been updated.

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

- No

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)?

- BSN Faculty, BSN Curriculum Committee, Faculty Council Curriculum Committee and Faculty Council- Health Sciences.

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 – N/A
  - b. Class size limit
    - o The class size limit has increased from 4-10 to provide an opportunity for more students to enroll in a directed studies course
  - c. Frequency of offering – N/A
  - d. Resources required (labs, equipment) – N/A
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?
  - No
10. Estimate of the typical costs for this course, including textbooks and other materials:
  - Course fees- \$477.78
  - No additional textbook required for this course as the student can use textbooks from other courses.

**CWC comment and response:**

- Why are students not able to take both NURS 490 and 491?

*Students complete 3 electives in our program. They must complete a psychology or sociology or anthropology as one elective, a general elective as another, and only one nursing elective. They can take both NURS 490 and 491, but only one of these electives will be counted as part of their BSN degree.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2008  
 REVISED COURSE IMPLEMENTATION DATE: January 2019  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2024  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|------------------------------------------------|----|--------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> NURS 490                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Course Full Title:</b> Directed Studies in Nursing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <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                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Calendar Description:</b><br><br>Students who have a special interest in a nursing topic not offered through identified core curriculum may request to do a directed study under the supervision of a faculty member.<br><br>Note: Students with credit for 491 cannot take this course for further credit.                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | NURS 206.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <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): NURS 491<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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td></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: Student Directed learning</td><td style="text-align: center;">45</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 |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: Student Directed learning | 45 | <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 checked="" 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Other contact hours: Student Directed learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Maximum enrolment (for information only):</b> 10<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> As per student demand                                                                                                                                                                                                                                                                                                                                                    |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Department / Program Head or Director:</b> Hannah MacDonald                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> October 5, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> November 13, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of posting:</b> June 8, 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Dean/Associate VP:</b> Joanne MacLean                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> November 13, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> September 28, 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |

**NURS 490**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**Learning Outcomes**

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

- Describe the nature and scope of the directed study and examine its relevance to the field of nursing.
- Examine key concepts with the focus of the directed study.
- Apply evidence-based knowledge acquired through directed study to the nursing care of individuals, families, groups, and communities.
- Disseminate knowledge gained through directed study.

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

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

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

This course is based on student-directed learning and individual meetings with a faculty advisor.

**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.                         | Research and Theory for Nursing Practice. An International Journal                                | <input type="checkbox"/>                             |           |      |
| 2.                         | Journal of Gerontological Nursing                                                                 | <input type="checkbox"/>                             |           |      |
| 3.                         | Journal of Forensic Nursing                                                                       | <input type="checkbox"/>                             |           |      |
| 4.                         |                                                                                                   | <input type="checkbox"/>                             |           |      |
| 5.                         | LoBiondo-Wood & Haber<br>Nursing Research in Canada: Methods, Critical Appraisal, and Utilization | <input type="checkbox"/> 3 <sup>rd</sup><br>Canadian | Elsevier  | 2013 |
| 6.                         |                                                                                                   |                                                      |           |      |

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

Will be negotiated between student and faculty advisor.

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |   |            |      |
|----------------|-----|--------------|-----|-------------------|---|------------|------|
| Final exam:    | %   | Assignments: | 30% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | % | Shop work: | %    |
| Presentations  | 30% | Lit. Review  | 40% |                   |   | Total:     | 100% |

**Details (if necessary):** Will be negotiated between student and faculty advisor. Assignment examples might be:

One of the following:

- Research proposal
- Program plan
- Video documentary
- Oral or poster presentation
- Literature review
- Academic paper
- Pamphlets

**Typical Course Content and Topics**

Varies depending on the nature of the directed study. Examples might be:

- International Nursing
- Street Nursing
- Sexual Health Nursing
- Gerontology Nursing
- Forensic Nursing

**Memo for Course Changes**

To: UEC/ Campus Wide Consultation

From: Lee-Anne Stephen, co-chair BSN curriculum committee and Nancy Goad, BSN Program Coordinator

Date: January 24, 2018

**Subject: Proposal for revision of NURS 491**

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

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

2. Rationale for change:

- This course is overdue for a review. The course description has been modified to reflect UEC guidelines and the learning objectives have been updated. Prerequisites have been changed to reflect the changes made in the BSN program. Textbooks have been updated.

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

- No

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)?

- BSN Faculty, BSN Curriculum Committee, Faculty Council Curriculum Committee and Faculty Council- Health Sciences.

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 – N/A
  - b. Class size limit
    - o The class size limit has increased to align more closely with the other nursing courses.
  - c. Frequency of offering – N/A
  - d. Resources required (labs, equipment) – N/A
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?
  - N/A
10. Estimate of the typical costs for this course, including textbooks and other materials:
  - Course fees- \$477.78

**CWC comment and response:**

- Why are students not able to take both NURS 490 and 491?

*Students complete 3 electives in our program. They must complete a psychology or sociology or anthropology as one elective, a general elective as another, and only one nursing elective. They can take both NURS 490 and 491, but only one of these electives will be counted as part of their BSN degree.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2008  
**REVISED COURSE IMPLEMENTATION DATE:** September 2018  
**COURSE TO BE REVIEWED: (six years after UEC approval)** September 2024  
**Course outline form version: 09/15/14**

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> NURS 491                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Course Full Title:</b> Selected Topics in Nursing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <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                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Calendar Description:</b><br><br>This course provides students with an opportunity to explore in depth a topic or subfield of nursing. Topics will be chosen from a wide range of areas, such as (but not limited to) international nursing, oncology nursing, and cardiac care.<br><br>Note: Students with credit for NURS 490 cannot take this course for further credit.                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | NURS 206.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s): <b>NURS 490</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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Once Annually                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Department / Program Head or Director:</b> Hannah MacDonald                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b> October 5, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> November 13, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of posting:</b> June 8, 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Dean/Associate VP:</b> Joanne MacLean                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date approved:</b> November 13, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> September 28, 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |

NURS 491

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## Learning Outcomes

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

- Examine the nature of the topic and its relevance to the field of nursing.
- Demonstrate theoretical knowledge associated with the selected topic through presentations.
- Apply evidence-based knowledge to the care of individuals/families/groups/communities.

## Prior Learning Assessment and Recognition (PLAR)

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

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

May include lectures, discussion, group work, presentations, online instruction.

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

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

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

| Author (surname, initials)                                                  | Title (article, book, journal, etc.)     | Current ed.                                       | Publisher | Year |
|-----------------------------------------------------------------------------|------------------------------------------|---------------------------------------------------|-----------|------|
| 1. Langhorne, M.E.,                                                         | NURS 491 Course Package                  | <input type="checkbox"/>                          |           |      |
| 2. Fulton, J. S. & Otto, S. E.                                              | Oncology Nursing                         | <input type="checkbox"/> 5 <sup>th</sup>          | Elsevier  | 07   |
| 3. Lewis, S. L., Dirksen, S. R., Heitkemper, M. M., Bucher, L. & Camera, I. | Medical surgical nursing in Canada       | <input type="checkbox"/> 3 <sup>rd</sup> Canadian | Elsevier  | 2014 |
| 4. McLaughlin, M. A.                                                        | Cardiovascular care made incredibly easy | 3 <sup>rd</sup> <input type="checkbox"/>          | Logan     | 2014 |
| 5.                                                                          | International Journal of Nursing         | <input type="checkbox"/>                          |           |      |
| 6.                                                                          | Critical Care Nursing (Journal)          |                                                   |           |      |

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

Varies with the nature of the topic.

## Typical Evaluation Methods and Weighting

|                                     |     |              |     |                      |     |            |      |
|-------------------------------------|-----|--------------|-----|----------------------|-----|------------|------|
| Final exam:                         | %   | Assignments: | %   | Midterm exam:        | %   | Practicum: | %    |
| Quizzes/tests:                      | 40% | Lab work:    | %   | Field experience:    | %   | Shop work: | %    |
| Seminar preparation and discussion: | 15% | Journals:    | 15% | Presentation/paper:: | 30% | Total:     | 100% |

**Details (if necessary):**

## Typical Course Content and Topics

- Relevance of the topic to the field of nursing. )
- Theoretical knowledge associated with the selected topic
- Ethical issues relevant to the selected topic.
- Specialized nursing care and how it can be applied to the care of individuals, families, groups, and communities

**Memo for Course Changes**

To: FPS Curriculum Committee

From: Seonaigh MacPherson

Date: February 1<sup>st</sup>, 2018

**Subject: TESL 433 Second Language Education Practicum**

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

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

2. Rationale for change:

Some students prefer to take the final courses concurrently with the practicum.

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

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

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

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

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

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

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

9. Resources required (labs, equipment) 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

**TESL 433: UEC Screening Subcommittee comments and responses**

---

**From:** Amanda Grimson  
**To:** Seonaigh MacPherson; Corinne Richardson

Hi Seonaigh/Corinne,

The UEC Screening Subcommittee does not feel that the stated rationale (the preference of some students) is sufficient to eliminate prerequisites for this course, particularly since instructor's permission is always available. How will students be prepared to be successful in this course? Screening will need to see additional rationale before this course is sent forward to CWC.

Thanks,  
Amanda

---

**From:** Seonaigh MacPherson  
**To:** Amanda Grimson; Corinne Richardson

**Hi Amanda:**

The TESL certificate operates on a 1-year completion cycle, though some students opt to spread it over 2 years.

The main rationale for these changes is that we heard back from the field that they cannot support practicum placements in May (for a Spring session course), so we have had to shift TESL 433 up to Winter session to ensure that practica are all started by April. We run two 7-week cohorts - Feb. - April (given the programs break for Spring Break) and April - May), and this is done to support student preferences. Most of the coursework is completed at that stage.

Therefore, we've had to remove TESL 410 and 420 as pre-requisites as they are both offered in Winter Session as well and shift them to pre-co-requisites as most students will register for them at the same time (even though the completion time of the TESL 433 extends later beyond these courses.)

We shifted the TESL 400 and 408 from pre-requisites to pre-/co-reqs to reflect the possible scenario where we offer the entire certificate in a single term, with the practicum placements staggered to the end of that semester. We do not have the enrolments to support this right now, but they are increasing rapidly, so we would appreciate this flexibility. It would allow us to offer all five courses in a single term if demand increased. As is, they are functioning still as pre-requisite courses as TEL 400 and 408 are only offered in the Fall.

Please let me know if you have more questions,

**Seonaigh MacPherson, Ph.D.**  
*Associate Professor & Head, Department of Adult Education*  
University of the Fraser Valley

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**From:** Amanda Grimson  
**To:** CWC; Angie Reid; Seonaigh MacPherson; Corinne Richardson

Please reply-all with CWC comments on the attached.

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

- Given the response to Screening's earlier comment, is it the case that the current prerequisites have never been necessary for this course?

---

**From:** Seonaigh MacPherson

**To:** Amanda Grimson

Hi Amanda,

Yes, they were and still are pre-requisites technically. As a practicum, students are expected to have completed MOST of their course work before beginning.

Very rarely we make an exception but that's done with explicit approval by me (e.g., when it's a highly experienced teacher - e.g, K-12 teacher).

**Seonaigh MacPherson, Ph.D.**

*Associate Professor & Head, Department of Adult Education*  
University of the Fraser Valley

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**From:** Amanda Grimson

**To:** Seonaigh MacPherson; Corinne Richardson

Hi Seonaigh,

Thanks for responding. The issue that UEC may have is that a reading of the course outline no longer gives this impression. (I.e. it appears that it would be acceptable for a student to begin the practicum without having completed any other courses.) Although I understand that you are planning to control this with scheduling, I want to be sure you are aware that this may come up as a concern at UEC.

I will add this to the Sept. 28 UEC agenda.

Have a great day,  
Amanda

---

**From:** Seonaigh MacPherson

**To:** Amanda Grimson

Yes that's the point. They have to enrol in Winter term when many are doing two other courses concurrently - TESL 410 and 420. The actual placements don't start until either mid-Feb or early April though, when the courses are nearing completion or completed.

Ss who can are encouraged to opt for April - may cohort for placements but we need to disperse them to handle the load on programs in the Fraser Valley.

**Seonaigh MacPherson, Ph.D.**

*Associate Professor & Head, Department of Adult Education*  
University of the Fraser Valley



ORIGINAL COURSE IMPLEMENTATION DATE: January 2004  
 REVISED COURSE IMPLEMENTATION DATE: January 2019  
 COURSE TO BE REVIEWED: (six years after UEC approval) March 2023  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |   |                  |  |                        |  |                                            |    |                            |   |                                                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------|---|------------------|--|------------------------|--|--------------------------------------------|----|----------------------------|---|------------------------------------------------------|---|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> TESL 433                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |                              |   |                  |  |                        |  |                                            |    |                            |   |                                                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Second Language Education Practicum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |   |                  |  |                        |  |                                            |    |                            |   |                                                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> SLE Practicum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |   |                  |  |                        |  |                                            |    |                            |   |                                                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Department (or program if no department):</b> Adult Education                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                              |   |                  |  |                        |  |                                            |    |                            |   |                                                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><br>This practicum component of the TESL certificate enables students to apply their studies of theory and methodology of second language teaching and learning in an approved ESL instructional setting.<br><br>Note: Students with credit for TESL 333 cannot take this course for further credit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |   |                  |  |                        |  |                                            |    |                            |   |                                                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |                              |   |                  |  |                        |  |                                            |    |                            |   |                                                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |                              |   |                  |  |                        |  |                                            |    |                            |   |                                                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | TESL 400 (formerly TESL 300), TESL 408, TESL 410 (formerly TESL 310), and TESL 420.                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                              |   |                  |  |                        |  |                                            |    |                            |   |                                                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>TESL 333</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |   |                              |   |                  |  |                        |  |                                            |    |                            |   |                                                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 70</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;">4</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: center;">6</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 style="text-align: center;">50</td></tr> <tr><td>Online learning activities</td><td style="text-align: center;">8</td></tr> <tr><td>Other contact hours: mentor/supervisor consultations</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>70</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 4 | Seminars/tutorials/workshops | 6 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) | 50 | Online learning activities | 8 | Other contact hours: mentor/supervisor consultations | 2 | <b>Total</b> | <b>70</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 4         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |   |                  |  |                        |  |                                            |    |                            |   |                                                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 6         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |   |                  |  |                        |  |                                            |    |                            |   |                                                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |   |                  |  |                        |  |                                            |    |                            |   |                                                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |   |                  |  |                        |  |                                            |    |                            |   |                                                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 50        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |   |                  |  |                        |  |                                            |    |                            |   |                                                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 8         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |   |                  |  |                        |  |                                            |    |                            |   |                                                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours: mentor/supervisor consultations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 2         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |   |                  |  |                        |  |                                            |    |                            |   |                                                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>70</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |   |                  |  |                        |  |                                            |    |                            |   |                                                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Maximum enrolment (for information only):</b> 15<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                 |   |                              |   |                  |  |                        |  |                                            |    |                            |   |                                                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Seonaigh MacPherson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date approved:</b> January 23, 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |                              |   |                  |  |                        |  |                                            |    |                            |   |                                                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date approved:</b> March 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                              |   |                  |  |                        |  |                                            |    |                            |   |                                                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of posting:</b> June 8, 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                              |   |                  |  |                        |  |                                            |    |                            |   |                                                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Tracy RyderGlass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b> March 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                              |   |                  |  |                        |  |                                            |    |                            |   |                                                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> September 28, 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |   |                              |   |                  |  |                        |  |                                            |    |                            |   |                                                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

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

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

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

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

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

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

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

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

| Author (surname, initials) | Title (article, book, journal, etc.)                                                          | Current ed.                         | Publisher | Year |
|----------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------|-----------|------|
| 2. Farrell, T.             | Promoting Teacher Reflection in Second Language Education: A Framework for TESOL Professional | <input checked="" type="checkbox"/> | Routledge | 2015 |
| 3.                         |                                                                                               | <input type="checkbox"/>            |           |      |

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

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

**Typical Evaluation Methods and Weighting**

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

**Details (if necessary):**

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

**Typical Course Content and Topics**

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

# MEMO



To: UEC

From: Tracy Ryder Glass, Dean, Faculty of Professional Studies; Seonaigh MacPherson, Program Working Group Chair

CC: Bruce Kirkley, Program Development and Quality Assurance Coordinator, Office of the Vice-Provost and Associate Vice-President Academic

Date: September 28, 2018

Re: Integrated Learning Design Associate Certificate

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Please find attached for approval at the September 28, 2018 meeting of UEC:

- Program proposal
- Appendices
- UEC Screening comments and responses

***Note:*** The program proposal and appendices are available in **S:\Groups\UEC\2018-09-28 ILD associate certificate.**

An earlier version of this proposal, identifying the credential as a Certificate, was submitted to the UEC Screening Subcommittee in February. The proposal was then posted for campus-wide consultation. During the posting period, feedback was provided that pointed out a potential difficulty for BA Adult Education students in using the Certificate courses for completion of both the Certificate and the degree. The feedback referenced this clause in UFV Policy 64 (Credentials):

***"3. Graduation with additional or concurrent UFV credentials***

*In cases not covered by the Subsequent and Concurrent Bachelor Degree policy, a minimum of 50% of the credits for a second or subsequent UFV credential, excluding associate certificates, must be in courses that have not been used to satisfy requirements for another credential."*

Thus, the Program Working Group has decided to change the credential from a Certificate to an Associate Certificate. Designating the credential as an Associate Certificate allows the BA Adult Education students to use all credits in the Associate Certificate towards also completing BA ADED. The Program Working Group has removed one of the elective requirements from the curriculum proposed for the Certificate, thereby reducing the number of program credits from 18 to 15 and meeting the credit hour requirements for an Associate Certificate as specified in Policy 64.

The previous version of the proposal has been withdrawn from the approval process. The previous proposal had gone through the concept paper approval process, and the full proposal had been approved by the relevant program, Dean, and Faculty Council. Given that the attached proposal is a revision of the previous proposal, the Registrar and the Vice-Provost jointly determined that the Associate Certificate proposal would be submitted to the Professional Studies Faculty Council for information only, and would re-enter the program approval process at the UEC Screening Subcommittee stage. The attached proposal was submitted to the Professional Studies Faculty Council as an information item for its June 2018 meeting.

**Program Summary:**

The Integrated Learning Design Associate Certificate draws mainly on courses currently offered in Adult Education, but also provides interdisciplinary elective options to create flexible pathways for students to customize their learning and gain specific workplace skills. The Associate Certificate enables potential employers to verify that students have acquired skills specific to learning design, as either a result of taking the certificate as a standalone credential, or as part of other diploma and degree programs. Upon completion of the Associate Certificate, students from a variety of disciplines will have expanded job opportunities.

The Associate Certificate's interdisciplinary approach integrates promising practices in 21st century learning and talent development practices, as well as integrating skills from areas such as Communications and Graphic Design to address skill gaps in current instructional design training. This approach provides students and working professionals with the theory and practical skills needed to access in-demand jobs in learning design.

**Concept Paper:**

The concept paper for the Integrated Learning Design Associate Certificate was approved in the 2016 Program Report and Plan at the June 2016 Board meeting.

**Memo for Course Changes**

To:

From: Agriculture Technology Department

Date: April 23, 2018

**Subject: Proposal for revision of Agri 192 – Practicum I**

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:

**It is important that students be educated in work safe practices before they go out on practicum at host farms/businesses. Making Agri 183 – Farm and Equipment Safety a pre/corequisite will ensure students:**

- are aware of common farm and equipment hazards
- are able to prevent farm and equipment hazards
- know some of the basic emergency procedures to follow in the event of specific farm hazards
- understand WHIMIS regulations in Canada
- are able to safely drive a tractor
- understand biosafety and zoonotic disease control at the farm level

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

**The learning outcomes have been updated to more clearly align with the program outcomes.**

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 only required by Agriculture program students.**

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

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

**Students may choose practicum placements with indigenous farms/businesses.**

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

**The purpose of the course is to learn new skills.**

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 for all.**

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 for this course.**

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

**Students are expected to provide transportation to practicum locations.**



ORIGINAL COURSE IMPLEMENTATION DATE: January 1987  
 REVISED COURSE IMPLEMENTATION DATE: January 2019  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2024  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|---------|----------------------------|--|------------------------------------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> AGRI 192                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Practicum I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> Agriculture                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><p>This is a three-week, on-the-job training course in agriculture. Students will work, without remuneration, for a selected host, in return for which valuable work experience and new skills will be acquired. Students' grades for this course will be based on hosts' evaluations, journal, and thank you letter.</p>                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | (Admission to one of the following with 9 credits in the program: an agriculture certificate, the Agriculture Technology diploma, or the Bachelor of Agricultural Science), a minimum GPA of 2.00, and department permission.                                                                                                                                                                                                                                                                              |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | AGRI 183.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                         |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input 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: 90</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td></td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td>Min. 90</td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours: Student directed learning</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td><b>90</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) | Min. 90 | Online learning activities |  | Other contact hours: Student directed learning |  | <b>Total</b> | <b>90</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Min. 90   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours: Student directed learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>90</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Maximum enrolment (for information only):</b> 30<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                          |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Rolf Arnold                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b> May 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> May 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of posting:</b> September 12, 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> John English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> May 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> September 28, 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

- Apply knowledge and skills learned from their previous courses to a real world practicum setting.
- Acquire the necessary new skill sets in accordance with the particular practicum experience.
- Demonstrate ability to work independently and collaboratively in the placement environment (e.g. farm, lab, etc.)
- Work safely and in a structured way to prevent injury to self and others, loss of crop, (injury/loss) to animals and damage to farm equipment, relevant to Worksafe BC, WHMIS, HACAP, ISO, organic and other certifications.

Use effective written and oral communication relevant for an employment setting.

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

☐ Yes ☒ No, PLAR cannot be awarded for this course because it is a course which new skills are learned.

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

Host directed supervised teaching, specific task reinforcement, and discussions.

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

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

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

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

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

- Depends on industry host requirements, such as WCB
- Students are expected to provide transportation to practicum locations
- Appropriate work clothing and safety boots

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |   |            |      |
|----------------|-----|--------------|-----|-------------------|---|------------|------|
| Final exam:    | %   | Assignments: | %   | Midterm exam:     | % | Practicum: | 80%  |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | % | Shop work: | %    |
| Journal:       | 10% | Letter:      | 10% | Other:            | % | Total:     | 100% |

**Details (if necessary):** Standardized practicum host evaluation, plus check off of: thank you letter, required minimum hours, faculty supervisor's visit, and practicum journal.

**Typical Course Content and Topics**

Course content varies with each industry practicum host and is established in consultation with each individual student and their supervising faculty member.

Note: With instructor's permission, students may spend part of either AGRI 192 or AGRI 292 acquiring a credentialed skill such as artificial insemination of cattle training or equipment operation.

**Memo for Course Changes**

To:

From: Agriculture Technology Department

Date: April 23, 2018

**Subject: Proposal for revision of Agri 292 – Practicum 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:

**Prerequisite changed to say “admission to the agriculture diploma program” rather than “consent of the Agriculture department head” which is more relevant. Also, to more clearly define the learning outcomes.**

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 more clearly align with the program outcomes.**

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 only required by Agriculture program students.**

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

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

**Students may choose practicum placements with indigenous farms/businesses.**

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

**The purpose of the course is to learn new skills.**

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 for all.**

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 for this course.**

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

**Students are expected to provide transportation to practicum locations.**



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1991  
**REVISED COURSE IMPLEMENTATION DATE:** January 2019  
**COURSE TO BE REVIEWED: (six years after UEC approval)** September 2024  
**Course outline form version: 09/15/14**

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|---------|----------------------------|--|------------------------------------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> AGRI 292                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Practicum II<br><b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> Agriculture                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><p>This course follows AGRI 192 and provides agriculture technology diploma students with a second three-week on-the job training course in agriculture. Students will work without remuneration for a selected host, in return for which valuable work experience and new skills will be acquired. Students' grades will mainly be based on hosts' evaluation, journal, and thank you letter.</p> <p>Note: Only full-time students who have successfully completed their current semester's courses and have a minimum GPA of 2.00 are eligible to participate.</p>                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | AGRI 192, admission to the Agriculture Technology diploma, a minimum GPA of 2.00, and department permission.                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                          |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input 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: 90</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></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>Min. 90</td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours: Student directed learning</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td><b>90</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) | Min. 90 | Online learning activities |  | Other contact hours: Student directed learning |  | <b>Total</b> | <b>90</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Min. 90   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours: Student directed learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>90</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Maximum enrolment (for information only):</b> 25<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                          |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Rolf Arnold                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> May 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> May 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of posting:</b> September 12, 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> John English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> May 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> September 28, 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                              |  |                  |  |                        |  |                                            |         |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

- Apply second year diploma classroom learning, theory and skills to a different practicum experience from AGRI 192.
- Reflect on differences between the two practicum experiences.
- Acquire the necessary new skill sets in accordance with the particular practicum experience.
- Demonstrate ability to work independently and collaboratively.
- Demonstrate written and oral communication skills relevant for an employment situation
- Work safely and in a structured way to prevent injury to self and others, loss of crop, (injury/loss) to animals and damage to farm equipment, relevant to Worksafe BC, WHMIS, HACAP, ISO, organic and other certifications.

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

☐ Yes ☒ No, PLAR cannot be awarded for this course because it is a course which new skills are learned and applied in different contexts. This learning from previous course is expanded and applied in different places.

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

Host-directed supervised teaching, specific task reinforcement, and discussions.

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

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

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

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

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

- Depends on industry host requirements, such as WCB
- Students are expected to provide transportation to practicum locations
- Appropriate work clothing and safety boots

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |   |            |      |
|----------------|-----|--------------|-----|-------------------|---|------------|------|
| Final exam:    | %   | Assignments: | %   | Midterm exam:     | % | Practicum: | 80%  |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | % | Shop work: | %    |
| Journal:       | 10% | Letter:      | 10% | Other:            | % | Total:     | 100% |

**Details (if necessary):** Standardized practicum host evaluation, plus check off of thank you letter, required minimum hours, faculty supervisor's visit, and practicum journal.

**Typical Course Content and Topics**

Course content varies with each industry practicum host and is established in consultation with each individual student and their supervising faculty member.

Note: With instructor's permission, students may spend part of either AGRI 192 or AGRI 292 acquiring a credentialed skill such as artificial insemination of cattle training or equipment operation.

**Memo for Program Changes**

To:

From: Agriculture Technology Department

Date: April 23, 2018

**Subject: Program change Milker Technician certificate**

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 Milker Technician program consists of the courses from the second semester of the Livestock Production certificate plus a second practicum. As it stands, students are required to take eight courses in one semester which is a heavy course load. To make the course load less, we have eliminated *Agri 204 – Introduction to Soils and Soil Fertility* and *Agri 203 - Fundamentals of Pest Management* which milkers do not need for their jobs. The Milker Technician certificate would be more appropriate designated as an Associate certificate. We have deleted one of the practicums to bring the credit total to 15. Making these changes will make the course load more manageable and affordable.**

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?

**We are in the process of updating our course outlines so will implement individualized indigenizing components during the rewrite.**

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

**No additional resources will be required.**

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

**As mentioned above, less courses will make the program more manageable and affordable.**

**This change will be favourable for increased enrolment.**

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

**Yes, the credits do change because we are removing three courses from the curriculum.**

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

**No additional resources will be required since courses are being deleted from the program.**

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

**No other disciplines will be effected by these changes.**

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

## Milker Technician associate certificate

Dairy farming is an important part of B.C. agriculture. The average dairy farmer milks from 100 to 130 cows, although some farms have milking herds of over 300 head. Competent milkers are in demand in the dairy farming areas of both B.C. and other provinces.

Milking high-producing dairy cows is a responsible job. The good milker handles cows quietly and efficiently, following sanitary procedures and correct milking techniques. The milker ensures sanitation of all milking equipment and cleanliness in the milking parlour. A milker's duties also often include feeding, care of young stock, barn cleaning and maintenance, record keeping, and machine operation. Work is often divided into a morning and evening shift; sometimes a milker lives on the employer's farm. The full-time Milker Technician program prepares students for this type of employment. Upon successful completion of the program, students receive a Milker Technician associate certificate.

### Entrance requirements for students entering prior to Fall 2019

1. B.C. secondary school graduation or equivalent.
2. Applicants must meet the Entry-level English language proficiency requirement. For details on how this requirement may be met, see the [English language proficiency requirement](#) section of the calendar.

### Entrance requirements for students entering in Fall 2019 and later

1. B.C. secondary school graduation or equivalent.
2. One of the following **Mathematics** classes:
  - o Foundations of Mathematics 11
  - o Precalculus 11
  - o Apprenticeship and Workplace Mathematics 11
  - o The formerly-offered Principles of Mathematics 11, Applications of Mathematics 11, or Essentials of Mathematics 11

- o MATH 085 or equivalent
- 3. One of the following **Grade 11 sciences**:
  - o Biology 11 or BIO 083 (strongly recommended)
  - o Chemistry 11 or CHEM 083
  - o Earth Sciences 11
  - o Physics 11 or PHYS 083
- 4. Applicants must meet the Entry-level English language proficiency requirement. For details on how this requirement may be met, see the [English language proficiency requirement](#) section of the calendar.
- 5. The Agriculture Technology department will also consider applicants if they can demonstrate that they have a reasonable chance for success. Applicants will be required to submit a portfolio and/or be interviewed.

## Program requirements

Applicants should be in good physical health and have reliable transportation and a valid driver's license. Students must provide their own transportation to and from the training farm and be willing to work flexible hours. Persons most likely to succeed will enjoy working with animals. Class attendance at all sessions is mandatory.

To fulfill the requirements for the Milker Technician [associate](#) certificate, students must complete all course work, including [two a dairy farm practicum \(AGRI 192\)](#)~~a. With instructor's consent, both practica may be completed at the same host farm, if the practica are designed to progressively develop the student's competence in milking and its attendant responsibilities, on a commercial dairy farm.~~

## How to apply

You may submit an application at any time; this program begins in January.

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

## Additional document required for a complete application:

Proof of B.C. secondary school graduation or equivalent.

## Fees and additional costs

See the [Fees and Other Costs](#) section. In addition to tuition fees, you should budget approximately \$800 for textbooks, field trips, rubber boots, coveralls, and supplies.

## Program description

The Milker Technician program is only offered in the winter semester. You must complete all required courses with a minimum grade point of 2.0 (C) in order to receive a Milker Technician [associate](#) certificate.

~~Credits earned in the~~ The Milker Technician [associate](#) certificate [can be combined with the program and are also transferable to UFV's Livestock Production certificate and Agriculture Technology diploma \(Livestock Production\) programs.](#)

All students will be required to work without remuneration in the UFV barn and/or on host-farm sites during the program. During practicum [a](#), you can expect a combination of early morning milkings (around 4 am start) and afternoon milkings (around 4 pm start). Practicum ~~1~~ may be worked during regular term time, before and after classes, if suitable arrangements can be made. ~~Otherwise, AGRI 192 and AGRI 292 will follow completion of on-campus studies.~~ All students must have reliable transportation to and from their host farms and the campus and be able to complete the on-farm work as assigned by the instructor.

~~Host farmers will assess each trainee on such qualities as punctuality, reliability, willingness to follow instruction and to learn, and attitude in working with others and handling dairy animals.~~

## Program outline

| Course   | Title                     | Credits |
|----------|---------------------------|---------|
| AGRI 183 | Farm and Equipment Safety | 3       |

|          |                                                       |   |
|----------|-------------------------------------------------------|---|
| AGRI 192 | Practicum I                                           | 3 |
| AGRI 203 | Fundamentals of Pest Management                       | 3 |
| AGRI 204 | Introduction to Soils and Soil Fertility              | 3 |
| AGRI 254 | Ruminant Animal Health                                | 3 |
| AGRI 292 | Practicum II                                          | 3 |
| AGRI 328 | Forage Crop Production: Science and Practice          | 3 |
| AGRI 331 | Dairy Production and Management: Science and Practice | 3 |

~~Note: Additional courses in artificial insemination and agricultural welding are recommended but are not certificate requirements. Information on outside agencies offering these courses can be obtained from the Agriculture Technology department. Approximate cost for these outside courses is \$650 each.~~

## Undergraduate continuance

Students enrolled in undergraduate courses (courses numbered 100 or above) must maintain an undergraduate Cumulative Grade Point Average (CGPA) of at least 2.00 to remain enrolled in Good

Academic Standing at UFV. Students in Good Academic Standing will have no registration limits placed on them. Failure to meet the minimum CGPA requirement will result in restrictions on registration and may eventually lead to academic suspension from undergraduate studies at UFV. Students on Academic Warning or Academic Probation are limited to registering in 10 credits. For further details, see the [Academic standing and undergraduate continuance section](#) of the academic calendar. Academic standing is governed by UFV's [Undergraduate Continuance policy \(92\)](#).

## Course listings

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

[Return to main Agriculture Technology page](#)

**Memo for Course Changes**

To: UEC

From: Dr. Don Miskiman, Associate Professor, School of Business, and Dr. Frank Ulbrich, Director, School of Business

Date: 20/02/2018

**Subject: Proposal for revision of BUS 377 – Cooperative Enterprises**

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

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

2. Rationale for change:

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

Title change to more clearly reflect content of the course

Calendar description and typical course content to improve wording

Prerequisite change to make course available to greater number of students.

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

Changes were made to remove double verbs and improve language

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)?

## School of Business

6. What consideration has been given to indigenizing the curriculum?  
Where possible the curriculum highlights the importance of Aboriginal issues in in-class assignments, questions and cases.
7. If this course is not eligible for PLAR, explain why:  
n/a
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value – no change
  - b. Class size limit – no change
  - c. Frequency of offering – no change
  - d. Resources required (labs, equipment) – no change
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?  
No change
10. Estimate of the typical costs for this course, including textbooks and other materials:  
No change

**CWC comments and responses:**

- The use of “modules” in the course content is unusual. Can the School of Business provide UEC with their new guidelines that include this language?

Response from course coordinator: *Regarding the term, 'module'. If UEC does not understand the term, or, is biased towards using other terms to describe the bundling of topics to align with learning outcomes, then I am fine with any term to describe this, or, to eliminating cluster titles - i.e. using numbers for the list of topics.*

Response from Director, School of Business: *In addition to the above comments from the course coordinator, I would like to add that we use the notion of “unit” or “module” in our OCOs and allow the course coordinators to select the term that is most appropriate. This has been practice at the School of Business for at least three years and is not new.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2013  
**REVISED COURSE IMPLEMENTATION DATE:** January 2019  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2024  
**Course outline form version:** 10/27/2017

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |  |                             |  |                                                              |    |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                          |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|--|-----------------------------|--|--------------------------------------------------------------|----|------------------------------|--|----------------------|--|--------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> BUS 377                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                               | <b>Number of Credits:</b> 3                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |  |                             |  |                                                              |    |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Cooperative Enterprises                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |  |                             |  |                                                              |    |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |  |                             |  |                                                              |    |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                               | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                              |    |                     |  |                             |  |                                                              |    |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br>Cooperatives are recognized business models for economic democracy. An introduction to the challenges and opportunities in creating, managing and operating cooperative enterprises. Covers cooperative values and principles, history of the cooperative movement, types of cooperatives, and emphasizes how cooperative enterprises are environmentally, socially, equitably, and economically responsible.                                                                                                                                                                                                                                                      |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |  |                             |  |                                                              |    |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | One of (45 university-level credits including one of BUS 203, ECON 100, or ECON 100) or (60 university-level credits). Note: As of September 2019, prerequisites will change to: 60 university-level credits. |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |  |                             |  |                                                              |    |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Corequisites:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | None                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |  |                             |  |                                                              |    |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Pre/corequisites:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | None                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |  |                             |  |                                                              |    |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Dual-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                               | <b>Special Topics</b><br>This course is offered with different topics:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes ( <i>Double-click on box to select it as checked.</i> )<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>(The specific topic will be recorded when offered.)</i> |    |                     |  |                             |  |                                                              |    |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td>Lecture/seminar hours</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td style="text-align: center;">15</td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |                                                                                                                                                                                                               | Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                            | 30 | Tutorials/workshops |  | Supervised laboratory hours |  | Experiential (field experience, practicum, internship, etc.) | 15 | Supervised online activities |  | Other contact hours: |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b><br>Transfer credit already exists: (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes<br>Submit revised outline for rearticulation:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes ( <i>If yes, fill in transfer credit form.</i> ) |  |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 30                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |  |                             |  |                                                              |    |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                          |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |  |                             |  |                                                              |    |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                          |  |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |  |                             |  |                                                              |    |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                          |  |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 15                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |  |                             |  |                                                              |    |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                          |  |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |  |                             |  |                                                              |    |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                          |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |  |                             |  |                                                              |    |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>45</b>                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |  |                             |  |                                                              |    |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                          |  |
| Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                               | <b>Grading System</b> <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |  |                                                              |    |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                               | <b>Maximum enrolment (for information only):</b> 25                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |  |                             |  |                                                              |    |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                               | <b>Expected Frequency of Course Offerings:</b> Annually<br><i>(Every semester, Fall only, annually, every other Fall, etc.)</i>                                                                                                                                                                                                                                                                                                                  |    |                     |  |                             |  |                                                              |    |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> Dr. Frank Ulbrich                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                               | <b>Date approved:</b> April 10, 2018                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |  |                             |  |                                                              |    |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                               | <b>Date approved:</b> June 1, 2018                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |  |                             |  |                                                              |    |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                               | <b>Date approved:</b> June 1, 2018                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |  |                             |  |                                                              |    |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                               | <b>Date of posting:</b> September 12, 2018                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |  |                             |  |                                                              |    |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                               | <b>Date of meeting:</b> September 28, 2018                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |  |                             |  |                                                              |    |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                          |  |

**Learning Outcomes:**

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

- LO1. Contrast the cooperative model with those of investor-owned and free-market models.  
 LO2. Apply cooperative values and principles to the management of co-operatives in various sectors.  
 LO3. Evaluate political, social, and economic factors that make an environment cooperative friendly.  
 LO4. Evaluate local and national cooperative models.

**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, discussion, guest lectures, field trips to cooperative organizations.

**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. Ranis, P.               | Cooperatives Confront Capitalism                                                                                                                                           | <input checked="" type="checkbox"/> | Zed             |      |
| 2. Restakis, J.            | Humanizing the Economy. Cooperatives in an Age of Capital                                                                                                                  | <input checked="" type="checkbox"/> | NSP             |      |
| 3. TESA Collective         | Your Study Guide to the Cooperative Movement                                                                                                                               | <input checked="" type="checkbox"/> | TESA Collective |      |
| 4. Wright, G.              | Worker Cooperatives and Revolution                                                                                                                                         | <input checked="" type="checkbox"/> | Book Locker     |      |
| 5. Cultivate.coop          | Films and Videos on Cooperatives.<br><a href="http://cultivate.coop/wiki/Films_and_Videos_on_Cooperatives">http://cultivate.coop/wiki/Films_and_Videos_on_Cooperatives</a> | <input checked="" type="checkbox"/> | Cultivate.coop  |      |

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

**Typical Evaluation Methods and Weighting**

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

**Details:** Concept report (10%); Analysis report (20%); Project (50%); Learning journal (20%)

**Typical Course Content and Topics**

Topics will include:

Module 1. Compare and contrast the cooperative model with those of investor-owned and free-market models.

- Introduction to cooperatives
  - Conceptual framework; Co-ops and consumption
  - What are cooperatives? Who benefits from cooperatives?
  - Cooperation as a driver of economic growth
- Cooperative economic theory
  - Evolutionary and historical considerations
  - A century of cooperation
- Social economy
  - Context and characteristics
  - Relationship to private sector and government

Module 2. Apply an understanding of cooperative values and principles to the management of co-operatives in various sectors

- Cooperatives
  - The international context:
  - Spain, Italy and the British movement
  - The international co-operative alliance
- Cooperation in Canada:
  - Quebec and Ontario
  - Atlantic Canada roots

- Manitoba and Saskatchewan
- The British Columbia picture
  - The BC co-op movement
  - The Fraser Valley

Module 3. Evaluate political, social, and economic factors that make an environment cooperative friendly

- Types of cooperatives:
  - Consumer, producer and retail cooperatives
  - The world of worker cooperatives
  - Financial, banking and credit unions
  - Housing and social cooperatives
  - Agricultural
  - Multi-stakeholder cooperatives
- Management in cooperatives
  - Decision-making and governance
- Cooperative life cycle
  - Stages of cooperative life cycle
  - Challenges and issues
- Financial analysis and Funding of cooperatives
  - Adding value through co-operative production

Module 4. Demonstrate knowledge of the cooperative model as it exists locally and nationally

- Management of human capital in cooperatives
  - Membership challenges and issues
  - Leadership styles designed for cooperatives
- Legal and governance considerations
  - Government policy
  - Cooperative act
- Communications and marketing in cooperatives
  - Cooperative social responsibility
- Fair trade and cooperatives
  - Relationship with socially responsible production
  - Ethical trade

Assessments

Assignments (LO 1-4)

Project (LO 1-4)

**Memo for Course Changes**

To: UEC

From: Dr. Don Miskiman, Associate Professor, School of Business, and Dr. Frank Ulbrich, Director, School of Business

Date: 2/20/18

**Subject: Proposal for revision of BUS 478 – Work Spaces, Built Places**

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: formatting; adding the abbreviation, “LO” to learning objectives

2. Rationale for change:

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

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

Deleted a duplicate LO.

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

No

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

n/a

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

Where possible the curriculum highlights the importance of Aboriginal issues in in-class assignments, questions and cases.

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



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2015  
**REVISED COURSE IMPLEMENTATION DATE:** January 2019  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2024  
**Course outline form version:** 10/27/2017

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |  |                                                              |    |                              |  |                      |  |             |    |                                                                                                                                                                                                                                                                                                      |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|-----------------------------|--|--------------------------------------------------------------|----|------------------------------|--|----------------------|--|-------------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> BUS 478                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                              | <b>Number of Credits:</b> 3                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                             |  |                                                              |    |                              |  |                      |  |             |    |                                                                                                                                                                                                                                                                                                      |  |
| <b>Course Full Title:</b> Workspaces, Built Places<br><b>Course Short Title:</b><br><i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |  |                                                              |    |                              |  |                      |  |             |    |                                                                                                                                                                                                                                                                                                      |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                              | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                             |  |                                                              |    |                              |  |                      |  |             |    |                                                                                                                                                                                                                                                                                                      |  |
| <b>Calendar Description:</b><br>People experience and interact with built environmental places and workspaces. This course examines the role of workspaces and built places on employee productivity and performance. Topics include person-place relationships, place-design experiences, territoriality-belonging, privacy, crowding-density, biophilia, servicescape, sportscape, wayfinding, and universal design.<br>Note: Students with credit for BUS 308D cannot take this course for further credit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |  |                                                              |    |                              |  |                      |  |             |    |                                                                                                                                                                                                                                                                                                      |  |
| <b>Prerequisites:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 75 university-level credits. |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |  |                                                              |    |                              |  |                      |  |             |    |                                                                                                                                                                                                                                                                                                      |  |
| <b>Corequisites:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | none                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |  |                                                              |    |                              |  |                      |  |             |    |                                                                                                                                                                                                                                                                                                      |  |
| <b>Pre/corequisites:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | none                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |  |                                                              |    |                              |  |                      |  |             |    |                                                                                                                                                                                                                                                                                                      |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Dual-listed with:<br>Equivalent course(s): BUS 308D<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                              | <b>Special Topics</b><br>This course is offered with different topics:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(Double-click on box to select it as checked.)</i><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>(The specific topic will be recorded when offered.)</i> |    |                     |    |                             |  |                                                              |    |                              |  |                      |  |             |    |                                                                                                                                                                                                                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="padding: 2px;">Lecture/seminar hours</td> <td style="text-align: right; padding: 2px;">10</td> </tr> <tr> <td style="padding: 2px;">Tutorials/workshops</td> <td style="text-align: right; padding: 2px;">20</td> </tr> <tr> <td style="padding: 2px;">Supervised laboratory hours</td> <td style="text-align: right; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Experiential (field experience, practicum, internship, etc.)</td> <td style="text-align: right; padding: 2px;">15</td> </tr> <tr> <td style="padding: 2px;">Supervised online activities</td> <td style="text-align: right; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Other contact hours:</td> <td style="text-align: right; padding: 2px;"></td> </tr> <tr> <td style="text-align: right; padding: 2px;">Total hours</td> <td style="text-align: right; padding: 2px;">45</td> </tr> </table> |                              | Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                          | 10 | Tutorials/workshops | 20 | Supervised laboratory hours |  | Experiential (field experience, practicum, internship, etc.) | 15 | Supervised online activities |  | Other contact hours: |  | Total hours | 45 | <b>Transfer Credit</b><br>Transfer credit already exists:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes<br>Submit revised outline for rearticulation:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i> |  |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 10                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |  |                                                              |    |                              |  |                      |  |             |    |                                                                                                                                                                                                                                                                                                      |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 20                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |  |                                                              |    |                              |  |                      |  |             |    |                                                                                                                                                                                                                                                                                                      |  |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |  |                                                              |    |                              |  |                      |  |             |    |                                                                                                                                                                                                                                                                                                      |  |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 15                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |  |                                                              |    |                              |  |                      |  |             |    |                                                                                                                                                                                                                                                                                                      |  |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |  |                                                              |    |                              |  |                      |  |             |    |                                                                                                                                                                                                                                                                                                      |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |  |                                                              |    |                              |  |                      |  |             |    |                                                                                                                                                                                                                                                                                                      |  |
| Total hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 45                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |  |                                                              |    |                              |  |                      |  |             |    |                                                                                                                                                                                                                                                                                                      |  |
| Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                              | <b>Grading System</b><br><input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit<br><b>Maximum enrolment (for information only):</b> 25<br><b>Expected Frequency of Course Offerings:</b> Annually<br><i>(Every semester, Fall only, annually, every other Fall, etc.)</i>                                                                                                                                 |    |                     |    |                             |  |                                                              |    |                              |  |                      |  |             |    |                                                                                                                                                                                                                                                                                                      |  |
| <b>Department / Program Head or Director:</b> Dr. Frank Ulbrich                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                              | <b>Date approved:</b> April 10, 2018                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |    |                              |  |                      |  |             |    |                                                                                                                                                                                                                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                              | <b>Date approved:</b> June 1, 2018                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |                             |  |                                                              |    |                              |  |                      |  |             |    |                                                                                                                                                                                                                                                                                                      |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                              | <b>Date approved:</b> June 1, 2018                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |                             |  |                                                              |    |                              |  |                      |  |             |    |                                                                                                                                                                                                                                                                                                      |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                              | <b>Date of posting:</b> September 12, 2018                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                             |  |                                                              |    |                              |  |                      |  |             |    |                                                                                                                                                                                                                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                              | <b>Date of meeting:</b> September 28, 2018                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                             |  |                                                              |    |                              |  |                      |  |             |    |                                                                                                                                                                                                                                                                                                      |  |

**Learning Outcomes:**

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

- LO1. Evaluate environmental conditions in work settings (workspaces).
- LO2. Evaluate performance in a variety of work environments.
- LO3. Analyze the characteristics and efficacy of workspaces and built places.
- LO4. Apply workspaces and built places concepts to real world situations.
- LO5. Create designs for effective workspaces.

**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, discussion, guest lectures, seminars, student presentations, ethnological research

**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. | Andrew, J., Chang, N. and Nicholson, M.       | Office Space, Changing Workplaces and Human Performance                           | <input checked="" type="checkbox"/> | Queen's   |      |
| 2. | Augustin, S                                   | Place Advantage                                                                   | <input checked="" type="checkbox"/> | Wiley     |      |
| 3. | Browning, B., Garvin, C., Fox, B. and Cook, R | The Economics of Biophilia                                                        | <input checked="" type="checkbox"/> | TBG       |      |
| 4. | Butterworth, I                                | The Relationship Between the Built Environment and Wellbeing. A Literature Review | <input checked="" type="checkbox"/> | VHPF      |      |
| 5. | Miskiman, D                                   | Fusing People with Places                                                         | <input checked="" type="checkbox"/> | Issuu     |      |

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

**Typical Evaluation Methods and Weighting**

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

**Details (if necessary):**

Project evaluation of 65% assesses five learning outcomes and is completed sequentially over the length of the course: project planning, project research, project completion (design and description) project implementation and installation, and, project presentations - one 'in-university' and one public presentation.

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

1. Person-Place Relationships
  - Environmental perception
  - Spatial cognition
  - Attachment and Identity
2. Space and Place
  - Personal Space
  - Proxemics
  - National cultures
3. Place-design experiences

Module 2:

4. Territoriality and Belonging
5. Privacy
6. Crowding and Density

Module 3:

7. Biophilia
  - Biophilic design
  - Economics of biophilia

Module 4:

8. Workspaces
  - Organizational culture
  - Workspaces (industrial, business)
  - Learning environments (schools, universities)
  - Healthcare facilities (hospitals, clinics)
  - Residences (home offices)
  - Retail spaces (small business, corporate, franchise)
9. Servicescape
  - Physical and symbolic factors
  - Facilities (service, hospitality)
10. Sportscape
  - Physical and symbolic factors
  - Facilities (stadia, arena, open areas)

Module 5:

11. Wayfinding
  - Systems and strategies
  - Symbols, maps, signage

Module 6:

12. Universal Design
  - Design for human performance
  - Modifications

Assessments

Project (LO 1-5)

Assignment (LO 1-5)

**Memo for Course Changes—ENGL 104**

To: Alisa Webb, CACC Chair, UEC Screening committee

From: Melissa Walter, English Department Head

Date: Feb 23, 2018—Revised April 2018

**Subject: Proposal for revision of ENGL 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:

To work towards indigenizing this course and to acknowledge the diversity of literary forms currently being written today, it is valuable to acknowledge that literature does not only falls into “the three major genres” of poetry, drama, and fiction--a traditional European division of literary forms.

The course will still deal with three genres, but these will not necessarily be limited to poetry, drama and fiction. Instructors may select from other major genres as appropriate to their expertise and experience. The specific genres being addressed in each iteration of ENGL 104 will be indicated in the timetable.

Our change to the prerequisites reflects that fact that we did a search in institutional research and Max Neville told us on Oct 2017, 2017, that “Of 873 students who have ever taken English 104, all have them have at least one standard prerequisite before taking the course.” After this current revision, the course will count as a prerequisite for all 2<sup>nd</sup> year creative writing courses, providing more flexibility for students in meeting their prerequisites for 2<sup>nd</sup> year creative writing courses, and including ENGL 104 more firmly in the program (previously, ENGL 104 did not count as a prerequisite for further work). As we do so, and given that no student has actually taken advantage of the fact that formerly

there were no prerequisites for ENGL 104, instituting standard prerequisites for ENGL 104 was deemed appropriate and important.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):  
The change is to the way genres are indicated.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?  
The change will not harm the usefulness of this course for other disciplines, and if anything the greater flexibility in genres will, we hope, support the continued relevance of this course.
5. Which program areas have been consulted about the change(s)? None
6. What consideration has been given to indigenizing the curriculum?  
See number one above.
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:  
No change.



|                                                              |                |
|--------------------------------------------------------------|----------------|
| <b>ORIGINAL COURSE IMPLEMENTATION DATE:</b>                  | September 2006 |
| <b>REVISED COURSE IMPLEMENTATION DATE:</b>                   | January 2019   |
| <b>COURSE TO BE REVIEWED</b> (six years after UEC approval): | September 2024 |
| <b>Course outline form version:</b> 10/27/2017               |                |

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|--|-----------------------------|--|--------------------------------------------------------------|--|------------------------------|--|----------------------|--|--------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 104                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Course Full Title:</b> Introduction to Creative Writing<br><b>Course Short Title:</b> Intro to Creative Writing<br><i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Calendar Description:</b><br>This course teaches fundamental techniques and strategies of creative writing in three major genres, such as poetry, fiction, drama, or creative non-fiction. Students practice writing in these genres and learn to critique writing in a cooperative workshop setting.                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | None. Note: As of September 2019, prerequisites will change to: (C+ or better in English 12 or English Literature 12) or (CPT score of 48 or better) or (evidence of any test score or course grade listed under the Degree/diploma-level English language proficiency standards in the UFV academic calendar at <a href="http://www.ufv.ca/calendar/current/General/EnglishProficiency.htm">www.ufv.ca/calendar/current/General/EnglishProficiency.htm</a> ). |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Dual-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                 |           | <b>Special Topics</b><br>This course is offered with different topics:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(Double-click on box to select it as checked.)</i><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>(The specific topic will be recorded when offered.)</i>                 |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar hours</td> <td style="text-align: center;">45</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                          | 45 | Tutorials/workshops |  | Supervised laboratory hours |  | Experiential (field experience, practicum, internship, etc.) |  | Supervised online activities |  | Other contact hours: |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b><br>Transfer credit already exists: (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )<br><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes<br>Submit revised outline for rearticulation:<br><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i> |  |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Grading System</b><br><input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit                                                                                                                                                                                                                                                                                                                                           |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Expected Frequency of Course Offerings:</b><br>Once per calendar year<br><i>(Every semester, Fall only, annually, every other Fall, etc.)</i>                                                                                                                                                                                                                                                                                                               |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Department / Program Head or Director:</b> Melissa Walter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> February 2018                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Faculty Council approval:</b> Melissa Walter, Department Head                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> March 2018                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b> March 2018                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of posting:</b> June 8, 2018                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> September 28, 2018                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |

**Learning Outcomes:**

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

- Employ basic strategies in generating creative work
- Employ basic strategies for revising creative work
- Work cooperatively and respectfully in a workshop setting
- Apply key critiques of their own creative work and that of their peers
- Analyze texts in three genres using appropriate terminology
- Express orally or in writing the distinguishing characteristics of three genres
- Demonstrate awareness of other writing genres and traditions
- Write in each selected genre with attention to the fundamental techniques of that genre.

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

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

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

The standard format will involve lectures, discussion, and workshops.

**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. | Minot, Stephen             | Three Genres: Writing Fiction, Poetry, and Drama | <input type="checkbox"/> | Longmand  | 2006 |
| 2. | Burroway, Janet            | Imaginative Writing                              | <input type="checkbox"/> | Pearson   | 2014 |
| 3. |                            |                                                  | <input type="checkbox"/> |           |      |
| 4. |                            |                                                  | <input type="checkbox"/> |           |      |
| 5. |                            |                                                  | <input type="checkbox"/> |           |      |

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

**Typical Evaluation Methods and Weighting**

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

**Details (if necessary):**

In-class Writing Assignments: 15%  
 Workshop Participation: 10%  
 Genre 1 Portfolio: 25%  
 Genre 2 Portfolio: 25%  
 Genre 3: Portfolio: 25%

**Typical Course Content and Topics**

This course is set up as a demonstration, participation, and review, with frequent use of models in the genres studied.

Week 1: Introduction to creative writing and the genres of fiction, poetry, and drama.  
 Week 2: The Short Story: Structure and Shape  
 Week 3: The Short Story: Character Development and Plot Arc  
 Week 4: The Short Story: Inspiration and Revisin  
 Week 5: The Short Story Portfolio Completion  
 Week 6: Poetry Image and Metaphor  
 Week 7: Poetry: Free Verse & Form  
 Week 8: Poetry: Inspiration and Revising  
 Week 9: Poetry Portfolio Completion  
 Week 10: Drama: The Dramatic Monologue  
 Week 11: Drama: The Ten-Minute Play  
 Week 12: Drama: Inspiration and Revising  
 Week 13: Drama Portfolio Completion

**Memo to Cross list a course (new course to ENGL)**

To: Alisa Webb, CACC Chair

From: Melissa Walter, English Department Head, Heather Davis-Fisch, Theatre Department Head

Date: February 23, 2018

**Subject: Proposal to crosslist THEA 250 as ENGL 253**

1. Rationale for crosslisted/new course:

This course is frequently taught by an English faculty member, and it is highly germane to the English as well as the Theatre curriculum. As a basis for literatures around the world and in Coast Salish territories, and as a continuing live tradition of knowledge-making, orature is central to understanding stories and literature in English, so cross-listing this course between English and Theatre makes sense. Recognizing the importance of orature as constituting both foundational and contemporary intertexts for Canadian and other literatures, and considering it to be part of its mission to introduce students to narrative in its many forms, English would like to cross-list this course. In order to assist the English department with indigenizing its curriculum, Theatre has agreed to cross-list this course. Cross-listing this course will serve students in both the English and Theatre departments, as it will increase opportunities for interdisciplinary crossover among students in different programs and allow more students to take the course, likely increasing enrollment in the course over all and allowing this knowledge to be shared more broadly, as appropriate.

It is not adequate to simply have the THEA course be used in the English program for two main reasons.

1) There is something conceptually important about naming this course as part of English, and not just saying that it is a THEA course that can count towards an ENGL degree. For students preparing to teach English in high schools or in elementary school, being able to study this course material as an ENGL course and having this material framed as part of English language arts is conceptually important, especially given the importance of Canadian Indigenous literature for K-12 students in Canada and the ongoing practices of storytelling by Indigenous peoples in various available modalities, practices that continue to be manifest both in written literature and in other modalities (for instance, spoken word, video, and song). (As mentioned above, the course is also very relevant to THEA in that storytelling is a performative act. Therefore, the cross-listing is appropriate.)

2) Also, at a purely practical level, to enter teacher education and become certified as a teacher, students need a certain number of courses in a particular teachable subject. ENGL is a teachable subject. Therefore, it is useful for students for the course to be able to function as ENGL for students intending to graduate from their BA or BFA and become teachers with a teachable subject in English. From the TEP site:

**"Teachable Major**

A teachable major is comprised of 42 credits of general and specific course work in any one of the following core BC secondary school subjects: Mathematics, Sciences, English, and Social Studies. At least 30 of the 42 credits must be at the 300 or 400 level.

**Teachable Minor**

A teachable minor consists of a minimum of 12-15 credits at the lower level and at least 18 credits at the 300 and/or 400 level in any one of English, Social Studies, Mathematics and Sciences."

Because students may wish to have ENGL as a teachable subject, having ENGL 253 be able to be named ENGL is useful for students.

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

It will be an elective within the English programs.

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

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

The course learning outcomes align well with:

\* Appreciate cultural differences as represented in a range of indigenous, national, and transnational literatures.

And, because much storytelling now occurs in English, the course learning outcomes for ENGL 253 help to indigenize the ENGL program learning outcome:

\* Gain broad knowledge of the history of literary forms in English, including major genres, periods, movements, and authors.

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?

The theatre and English departments have both been consulted (Email consultation with the THEA head, consultation with the ENGL department curriculum committee.)

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

N/A

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

Please see #3 above.

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

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

- a. Credit value [N/A](#)
- b. Class size limit [N/A](#)
- c. Frequency of offering [N/A](#)
- d. Resources required (labs, equipment) [Smart Room](#)

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

[Where possible students can be involved in the Stó:lō Place Names Tour with Naxaxalhts'i, Albert \(Sonny\) McHalsie. This would enrich their understanding of the local stories, increase their understanding of the power of orature and allow them to connect with the local region. We would explore funding through the Indigenous Affairs office and coordinate with the Aboriginal Resource Centre and the UFV students in Indigenous Studies to ensure this is well attended.](#)

11. Costs

[Course texts \\$100](#)

[Place Names tour \\$50](#)



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2010  
**REVISED COURSE IMPLEMENTATION DATE:** January 2019  
**COURSE TO BE REVIEWED** (six years after UEC approval): April 2020  
**Course outline form version:** 10/27/2017

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |  |                                                              |  |                              |  |                                                     |    |                    |           |                                                                                                                                                                                                                                                                                                                                                             |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|--|-----------------------------|--|--------------------------------------------------------------|--|------------------------------|--|-----------------------------------------------------|----|--------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> THEA 250                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                         |    |                     |  |                             |  |                                                              |  |                              |  |                                                     |    |                    |           |                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Course Full Title:</b> Introduction to Storytelling in Indigenous, Theatrical, and Global Communities<br><b>Course Short Title:</b> Introduction to Storytelling<br><i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |  |                                                              |  |                              |  |                                                     |    |                    |           |                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> Theatre                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |  |                             |  |                                                              |  |                              |  |                                                     |    |                    |           |                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Calendar Description:</b><br>This course introduces students to storytelling by exploring the relationship between community, (auto)biography, and performance. Students will learn protocols, creative processes, and storytelling techniques. This course includes an introduction to Sto:lo stories. Students will create and perform their own stories.<br><br>Note: This course may include a fieldtrip.<br>Note: This course is offered as THEA 250 and ENGL 253. Students may take only one of these for credit.                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |  |                                                              |  |                              |  |                                                     |    |                    |           |                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |                             |  |                                                              |  |                              |  |                                                     |    |                    |           |                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |                             |  |                                                              |  |                              |  |                                                     |    |                    |           |                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |                             |  |                                                              |  |                              |  |                                                     |    |                    |           |                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with: <b>ENGL 253</b><br>Dual-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                                                                         |           | <b>Special Topics</b><br>This course is offered with different topics:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(Double-click on box to select it as checked.)</i><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>(The specific topic will be recorded when offered.)</i> |    |                     |  |                             |  |                                                              |  |                              |  |                                                     |    |                    |           |                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td>Lecture/seminar hours</td> <td style="text-align: right;">35</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours: guest speakers and field trips</td> <td style="text-align: right;">10</td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table> |           | Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                          | 35 | Tutorials/workshops |  | Supervised laboratory hours |  | Experiential (field experience, practicum, internship, etc.) |  | Supervised online activities |  | Other contact hours: guest speakers and field trips | 10 | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b><br>Transfer credit already exists: (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )<br><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes<br>Submit revised outline for rearticulation:<br><input type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i> |  |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 35        |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |  |                                                              |  |                              |  |                                                     |    |                    |           |                                                                                                                                                                                                                                                                                                                                                             |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |  |                                                              |  |                              |  |                                                     |    |                    |           |                                                                                                                                                                                                                                                                                                                                                             |  |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |  |                                                              |  |                              |  |                                                     |    |                    |           |                                                                                                                                                                                                                                                                                                                                                             |  |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |  |                                                              |  |                              |  |                                                     |    |                    |           |                                                                                                                                                                                                                                                                                                                                                             |  |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |  |                                                              |  |                              |  |                                                     |    |                    |           |                                                                                                                                                                                                                                                                                                                                                             |  |
| Other contact hours: guest speakers and field trips                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |  |                                                              |  |                              |  |                                                     |    |                    |           |                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |  |                                                              |  |                              |  |                                                     |    |                    |           |                                                                                                                                                                                                                                                                                                                                                             |  |
| Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Grading System</b><br><input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit                                                                                                                                                                                                                                                                                                                           |    |                     |  |                             |  |                                                              |  |                              |  |                                                     |    |                    |           |                                                                                                                                                                                                                                                                                                                                                             |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Expected Frequency of Course Offerings:</b><br>Every other year<br><i>(Every semester, Fall only, annually, every other Fall, etc.)</i>                                                                                                                                                                                                                                                                                                     |    |                     |  |                             |  |                                                              |  |                              |  |                                                     |    |                    |           |                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Department / Program Head or Director:</b> Bruce Kirkley                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> May 2018                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |                             |  |                                                              |  |                              |  |                                                     |    |                    |           |                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> May 2018                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |                             |  |                                                              |  |                              |  |                                                     |    |                    |           |                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> May 2018                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |                             |  |                                                              |  |                              |  |                                                     |    |                    |           |                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of posting:</b> June 8, 2018                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |                             |  |                                                              |  |                              |  |                                                     |    |                    |           |                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> September 28, 2018                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |  |                             |  |                                                              |  |                              |  |                                                     |    |                    |           |                                                                                                                                                                                                                                                                                                                                                             |  |

**Learning Outcomes:**

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

- Explain the characteristics of a range of storytelling traditions;
- Discuss the social and cultural roles that contemporary storytelling plays in Indigenous and non-Indigenous communities;
- Discuss the cultural protocols, historical role, and key characteristics of storytelling in Coast Salish cultures, including the sqelqwel and sxwōxwiyám story types in Sto:lo culture;
- Explain the significance of social and ethical concerns—such as voice, authenticity, orature, appropriation, and colonization—in relation to course texts and storytelling exercises;
- Describe a range of contemporary critical approaches to storytelling;
- Analyze the storytelling and narrative techniques employed in oral and written stories;
- Use improvisation and theatre exercises to develop and perform stories;
- Create performances based on personal or community stories;
- Display physical and vocal dexterity in performing stories for others;
- Communicate effectively in written, verbal, and non-verbal languages

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

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

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

Lectures, class discussion, workshops, guest speakers, student performances, presentations, field trip

**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. Highway, T.             | The Rez Sisters                                                             | <input type="checkbox"/> | Fifth House           | 1992 |
| 2. Carlson, K. (ed).       | You are Asked to Witness (excerpts)                                         | <input type="checkbox"/> | Sto:lo Heritage Trust | 1997 |
| 3. Miller, B.G.            | Oral History on Trial (excerpts)                                            | <input type="checkbox"/> | UBC                   | 2012 |
| 4. Diamond, D.             | Theatre for Living (excerpts)                                               | <input type="checkbox"/> | Trafford              | 2007 |
| 5. McCall, S.              | First Person Plural: Aboriginal Storytelling and the Ethics of...(excerpts) | <input type="checkbox"/> | UBC                   | 2012 |

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

An exercise mat, water bottle, and active wear suitable for warm up exercise may be required.

**Typical Evaluation Methods and Weighting**

|                |   |              |     |                   |   |                |      |
|----------------|---|--------------|-----|-------------------|---|----------------|------|
| Final exam:    | % | Assignments: | 30% | Field experience: | % | Portfolio:     | %    |
| Midterm exam:  | % | Project:     | 60% | Practicum:        | % | Participation: | 10%  |
| Quizzes/tests: | % | Lab work:    | %   | Shop work:        | % | Total:         | 100% |

**Details (if necessary):** Assignments include narrative essay and personal story presentations.

**Typical Course Content and Topics**

Week 1: Features of a good story, beliefs about stories, role of stories in our lives; guest Elder: storytelling protocols; reading: Basso  
 Week 2: Drama as storytelling; *The Rez Sisters*  
 Week 3: The role of community in storytelling; project #1: dramatic monologues based on *The Rez Sisters*  
 Week 4: Stories and contexts: Aboriginal storytelling; reading: *The Truth about Stories*; project #2: traditional stories from Aboriginal communities  
 Week 5: Sto:lo protocols and storytelling; readings: *Please Do Not Touch the Indians* and Carlson  
 Week 6: Community stories and social justice; Theatre for Living; project #3: community-based mini-performance  
 Week 7 and 8: Storytelling and film: screening of *Atanarjuat*; project #4: visual images and community stories  
 Week 9: Autobiography; discussion about autobiography, ethics, and theories of autobiography; reading: *First Person Plural*  
 Week 10: Storytelling, race, and culture: discussion of voice and appropriation  
 Week 11: Storytelling and the legal system: oral testimony and the law; reading: Miller; peer editing of narrative essay  
 Week 12: Global storytelling and archetypes  
 Week 13: Performance of stories and discussion



ORIGINAL COURSE IMPLEMENTATION DATE: January 2019  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): April 2020  
 Course outline form version: 10/27/2017

## OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                                                                                                                                                                                                                                                                                                                                                             |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 253                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                      |  |
| <b>Course Full Title:</b> Introduction to Storytelling in Indigenous, Theatrical, and Global Communities                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Course Short Title:</b> Intro to Storytelling<br><i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>                                                                                                                                                                                                                                                                                                                        |  |                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                    |  |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>THEA 250</b> for the official course outline.                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Calendar Description:</b><br>This course introduces students to storytelling by exploring the relationship between community, (auto)biography, and performance. Students will learn protocols, creative processes, and storytelling techniques. This course includes an introduction to Sto:lo stories. Students will create and perform their own stories.<br><br>Note: This course may include a fieldtrip.<br>Note: This course is offered as THEA 250 and ENGL 253. Students may take only one of these for credit. |  |                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | None                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | None                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | None                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with: <b>THEA 250</b><br>Dual-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                     |  | <b>Transfer Credit</b><br>Transfer credit already exists: (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )<br><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes<br>Submit revised outline for rearticulation:<br><input type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i> |  |
| <b>Department / Program Head or Director:</b> Melissa Walter                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | <b>Date approved:</b> February 2018                                                                                                                                                                                                                                                                                                                         |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | <b>Date approved:</b> May 2018                                                                                                                                                                                                                                                                                                                              |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | <b>Date approved:</b> March 2018                                                                                                                                                                                                                                                                                                                            |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | <b>Date of posting:</b> June 8, 2018                                                                                                                                                                                                                                                                                                                        |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | <b>Date of meeting:</b> September 28, 2018                                                                                                                                                                                                                                                                                                                  |  |

**Memo for New Course**

To: Alisa Webb, CAC Chair

From: Melissa Walter, English Department Head

Date: Feb 23, 2018

**Subject: Proposal for new course ENGL 203/MACS 203**

1. Rationale for new course: Our department review suggested that we should develop appealing, accessible courses. ENGL 203, Literature and Film, is a flexible response to this suggestion. The course also allows for the introduction and development of theoretical vocabulary in an accessible way at the 200 level, and acknowledges the environment (heavily influenced by film and video) in which literature is written and understood today. It also draws on student interpretive strengths, as students are accustomed to processing visual media.
2. How this new course fits into program(s):  
This course is an elective within ENGL.
3. Explain how the course learning outcomes align with the learning outcomes of the program(s):  
The course particularly reinforces the following program learning outcomes:
  - Appreciate cultural differences as represented in a range of indigenous, national, and transnational literatures.
  - Learn different methods of literary criticism, including modes of formal, historical, and theoretical analysis.
  - Become adept at research and the handling of secondary sources.
  - Frame questions, analyze texts, evaluate evidence, explore differing perspectives, and develop arguments.
  - Identify and practice the conventions and research methods of literary studies, and write in diverse genres for multiple audiences.
4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?  
No.
5. Which program areas have been consulted about the course?  
MACS, Visual Arts, Theatre, via the BFAPC
6. If a new discipline designation is required, explain why:
7. What consideration has been given to indigenizing the curriculum?  
Specific iterations of this course deal with critiquing narratives of the Canadian nation and/or with an international analysis of colonialism and resurgence. See example course outline.
8. If this course is not eligible for PLAR, explain why:  
N/A
9. Explain how each of the following will affect the budget for your area or any other area:
  - a. Credit value—Same credit value as other 200-level courses.

- b. Class size limit—Same class size as other 200-level classes.
- c. Frequency of offering—Will be offered in rotation as normal.
- d. Resources required (labs, equipment)—No additional resources are required.

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

Field trips are not necessarily required, but may be included. If included, this will be noted and the trips will be funded by the student.

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

Textbooks: \$150

Field trips: \$50 (travel, passes)

**CWC comments and responses:**

- Suggest that the department offer this course with different topics, but not with letter designations, as it does not seem that making this a special topics course would further benefit students.

*The further benefit to students is that if the course is offered with letter designations, they can take the course multiple times AND the letter designations can be identified as fulfilling breadth requirements AND/OR as being of particular interest to students in other topic programs (for instance, a Literature and Film course on Crime and Punishment could be attractive to criminology students. A Literature and Film class with a Global focus could be attractive to GDS students. Offering such courses was a recommendation of our recent 2017 department review.*

*The English department strongly believes that lettered options are valuable and important for students in this course, and therefore are important to include here. We would like to retain the lettered option.*



ORIGINAL COURSE IMPLEMENTATION DATE: January 2019  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2024  
 Course outline form version: 10/27/2017

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                            |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|-----------------------------|--|--------------------------------------------------------------|---|------------------------------|--|----------------------|--|--------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENG 203                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                             |  |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                            |  |
| <b>Course Full Title:</b> Literature and Film<br><b>Course Short Title:</b><br><i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                            |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department (or program if no department):</b> ENGLISH                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                             |  |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                            |  |
| <b>Calendar Description:</b><br>Students will study literature in relation to film. Mutually illuminating analytical approaches to literature and film, and related vocabulary, will be explored, along with thematic and historical-contextual considerations.<br><br>Note: This course is offered as ENGL 203 and MACS 203. Students may take only one of these for credit.<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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | (Any two 100-level English courses numbered ENGL 105 or higher), or (B or better in any 100-level ENGL class numbered ENGL 105 or higher), or (one 100-level English course numbered ENGL 105 or higher and one of [MACS 110 or MAC 130]).                                                                                                                                                                                                                |    |                     |    |                             |  |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                            |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                             |  |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                            |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                             |  |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                            |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with: <b>MACS 203</b><br>Dual-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                           |           | <b>Special Topics</b><br>This course is offered with different topics:<br><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(Double-click on box to select it as checked.)</i><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input checked="" type="checkbox"/> Yes, no limit<br><i>(The specific topic will be recorded when offered.)</i> |    |                     |    |                             |  |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                            |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td>0</td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                              |           | Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                     | 30 | Tutorials/workshops | 15 | Supervised laboratory hours |  | Experiential (field experience, practicum, internship, etc.) | 0 | Supervised online activities |  | Other contact hours: |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b><br>Transfer credit already exists: <i>(See <a href="#">bctransferguide.ca</a>.)</i><br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes<br>Submit revised outline for rearticulation:<br><input type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i> |  |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                            |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                            |  |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                            |  |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 0         |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                            |  |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                            |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                            |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Grading System</b><br><input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                             |  |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Expected Frequency of Course Offerings:</b><br>Every 2 years<br><i>(Every semester, Fall only, annually, every other Fall, etc.)</i>                                                                                                                                                                                                                                                                                                                   |    |                     |    |                             |  |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                            |  |
| Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                            |  |
| <b>Department / Program Head or Director:</b> Melissa Walter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> May 2018                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                             |  |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                            |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> May 2018                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                             |  |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                            |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> May 2018                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                             |  |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                            |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of posting:</b> September 14, 2018                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |  |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                            |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> September 28, 2018                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |  |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                            |  |

**Learning Outcomes:**

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

- Apply critical terms appropriately.
- Identify genre and the complexities involved in adaptation.
- Articulate the cultural, thematic and historical contexts of the films and literature studied.
- Analyze a film in terms of its 'language' (mise-en-scène/composition, montage/editing, sound, etc.)
- Identify the features of film production and their relationship to form, style and genre.
- Analyze the ways in which film communicates meaning and ideological messages to its audiences through cinematography, dialogue, performance, art direction, editing, music and sound design.
- Critically analyze film and literature.
- Articulate how literature and film evoke affective responses.

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

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

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

The course will involve lectures and seminars and may include guest lectures, presentations, screenings, field trips where relevant.

**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. Robert Stam             | <i>Film Theory: An Introduction</i>       | <input type="checkbox"/> | Wiley-Blackwell  | 2000 |
| 2. Wendy Lill              | <i>The Glace Bay Miner's Museum</i>       | <input type="checkbox"/> | Talon Books      | 2000 |
| 3. Thomas King             | <i>Green Grass, Running Water</i>         | <input type="checkbox"/> | Houghton-Mifflin | 1993 |
| 4. Marie Clements          | <i>The Unnatural and Accidental Women</i> | <input type="checkbox"/> | Talonbooks       | 2010 |
| 5. Margaret Atwood         | <i>The Handmaid's Tale</i>                | <input type="checkbox"/> | Anchor Books     | 1998 |

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

**Typical Evaluation Methods and Weighting**

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

**Details (if necessary):**

**Typical Course Content and Topics**

Literature and Film content will vary, and this content is one example:

**Canada Imagined in Film**

Week one- Introduction to key concepts in literary theory, film theory, and film production. Screen NFB short films *The Hockey Sweater* based on the short story by Roch Carrier and the short film *The Painted Door* based on the short story by Sinclair Ross. Discuss film as relevant to the Canadian imaginary and national issues. Reading: "The Hockey Sweater" and "The Painted Door"

Week two- Survey/overview of key films in Canadian film history, including concepts of mainstream and alternative films. Discussion of genre and film reception including *My American Cousin* by Sandy Wilson and Alanis Obamaswin's film *My Name is Kahentiosta*

Weeks three and four- Focus on structure. Screening and analysis of *The Handmaid's Tale* based on the novel by Margaret Atwood. Write a review. Reading: *The Handmaid's Tale*.

Week five- Documentary. Discuss the Massey Report, Canada Council and its role in film production in Canada. Screening and analysis of Marie Clement's *The Road Forward*. Read key statements from the *Native Voice*. Discuss film, indigeneity and social justice issues. Short assignment due (review)

Week six- Film production. Screening and analysis of film *The Life of Pi*- consider the effects of computer-generated images and the impact of structure, point of view and production. Possible field trip to a film set or Vancouver film school. Small assignment based on student observations. Reading: *The Life of Pi*.

Week seven- Comparative analysis including short assignments on the critical essays on the films we have analyzed in the course. (mid-term exam)

Weeks eight and nine- Adaptation. Read Wendy Lill's play *The Glace Bay Miner's Museum* and screen the film by Canadian Director Mort Ransen, *Margaret's Museum*. Discuss and analyze the film as adaptation. Prepare outline for student essays.

Weeks ten and eleven- adaptation and alternative cinema. Read and analyze the play *The Unnatural and Accidental Women* by Marie Clements. Screening of alternative film Carl Bessai's *Unnatural and Accidental Women*. Consider the point of view, character

development and narrative structure and consider film as a way to address injustice. Student peer evaluation of essays.

Week twelve- Student essays due. Read and analyze Thomas King's novel *Green Grass, Running Water*. Consider the narrative structure of this novel, character development and the point of view. Discuss the importance of the film at the centre of the novel and the purpose and effect(s) of the inversion of the Western genre at the centre of this novel.

Week thirteen- Finish discussion and analysis of King's novel. Students prepare short assignments based on the novel and consider how it is linked with the other course material. Review in preparation for the final exam. Quiz on terminology.

Coursepack to include:

Roch Carrier, "The Hockey Sweater;" Sinclair Ross, "The Painted Door" (from anthology on Canadian literature); selections from *Native Voice*; selections from The Massey Report.

Other films for consideration:

*Atanarjuat: The Fast Runner*- by Inuit director Zacharius Kunuk

*The English Patient* based on adaptation of the novel by Michael Ondaatje

*Crash* by David Cronenberg

*Better than Chocolate* by Peggy Thomson and Sharon McGowan

*Indian Horse*, dir. Stephen Campanelli



ORIGINAL COURSE IMPLEMENTATION DATE: January 2019  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2024  
 Course outline form version: 10/27/2017

## OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                                                                                                                            |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> MACS 203                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                     |  |
| <b>Course Full Title:</b> Literature and Film                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                                                                                                                                                                                                                                                                                                                                            |  |
| <b>Course Short Title:</b><br><i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>                                                                                                                                                                                                                                                                                                                                                                                                    |  |                                                                                                                                                                                                                                                                                                                                            |  |
| <b>Faculty:</b> Choose an item.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                   |  |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>ENGL 203</b> for the official course outline.                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                                                                                                                                                                                                                                                                                                                                            |  |
| <b>Calendar Description:</b><br>Students will study literature in relation to film. Mutually illuminating analytical approaches to literature and film, and related vocabulary, will be explored, along with thematic and historical-contextual considerations.<br><br>Note: This course is offered as ENGL 203 and MACS 203. Students may take only one of these for credit.<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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | (Any two 100-level English courses numbered ENGL 105 or higher), or (B or better in any 100-level ENGL class numbered ENGL 105 or higher), or (one 100-level English course numbered ENGL 105 or higher and one of [MACS 110 or MAC 130]).                                                                                                 |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                                                                                                                                                                                                                                                                                                                                            |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                                                                                                                                                                                                                                                                                                                            |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with: <b>ENGL 203</b><br>Dual-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                           |  | <b>Transfer Credit</b><br>Transfer credit already exists: (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )<br><input type="checkbox"/> No <input type="checkbox"/> Yes<br>Submit outline for (re)articulation:<br><input type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i> |  |
| <b>Department / Program Head or Director:</b> Melissa Walter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | <b>Date approved:</b> May 2018                                                                                                                                                                                                                                                                                                             |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | <b>Date approved:</b> May 2018                                                                                                                                                                                                                                                                                                             |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | <b>Date approved:</b> May 2018                                                                                                                                                                                                                                                                                                             |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | <b>Date of posting:</b> September 14, 2018                                                                                                                                                                                                                                                                                                 |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | <b>Date of meeting:</b> September 28, 2018                                                                                                                                                                                                                                                                                                 |  |

**Memo for New Course**

To: Alisa Webb, Chair CACC

From: Melissa Walter

Date: February 25, 2018

**Subject: Proposal for new course ENGL 223**

1. Rationale for new course: This course replaces the current Classical Literature in Translation (ENGL 225) with a course that takes account of multiple transnational backgrounds to literature in English via a variety of lettered iterations. In doing so, the course works to support understanding of the various transnational backgrounds for literature now being written in English.
2. How this new course fits into program(s): It is an elective within the ENGL department. The lettered iteration dealing with the South Asian Classical Tradition can fulfil the Global Literature within the ENGL programme, as the ENGL programme has a new Global literature requirement as of Fall 2018.

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

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

This course particularly supports the learning outcomes of

- Gain broad knowledge of the history of literary forms in English, including major genres, periods, movements, and authors.
  - Appreciate cultural differences as represented in a range of indigenous, national, and transnational literatures.
4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?  
No.
  5. Which program areas have been consulted about the course?  
The South Asian Studies Institute has been consulted.
  6. If a new discipline designation is required, explain why:  
N/A
  7. What consideration has been given to indigenizing the curriculum?  
Recognition of the importance of orature and of diverse influences on literature in English is a part of the course material. The possibility exists to discuss colonialism and *translatio imperii* within this course.
  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 N/A
- b. Class size limit N/A
- c. Frequency of offering N/A
- 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:

For textbooks, around \$100?

**CWC comments and responses:**

- Suggest changing course title to “Topics in Literary and Narrative Traditions”.

*Thank you for this thoughtful suggestion. If required, this change can be made, but the intention of the course is not to provide a limited "topic in" within any given narrative tradition, but rather to survey the selected narrative tradition. Of course, any survey has to leave out some things, but a "topics in" designation highlights that the course addresses a limited topic. Because of all this, we do prefer "Literary and Narrative Traditions" as a title. The course would always be published in the timetable with its specific subtitle and its letter.*

- Evaluation section: should a typical number of essays be included?

*Instructors may structure the writing for the class in various ways, so I think it would fine for the typical number of essays to not be included. The number of words is also only a guideline. In the attached, I've added an example essay assignment structure.*



ORIGINAL COURSE IMPLEMENTATION DATE: January 2019  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2024  
 Course outline form version: 10/27/2017

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |  |                              |  |                      |   |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|-----------------------------|--|--------------------------------------------------------------|--|------------------------------|--|----------------------|---|--------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 223                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                             |  |                                                              |  |                              |  |                      |   |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Course Full Title:</b> Literary and Narrative Traditions<br><b>Course Short Title:</b><br><i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |  |                              |  |                      |   |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Faculty:</b> Choose an item.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department (or program if no department):</b> ENGL                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                             |  |                                                              |  |                              |  |                      |   |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Calendar Description:</b><br>Students will study influential early literatures and traditions. Versions of the course will focus on a specific tradition, such as Biblical, Greek and Roman, or South Asian.<br><br>Note: Students with credit for ENGL 225 cannot take ENGL 223D for further credit; students with credit for ENGL 250 cannot take ENGL 223E for further credit.                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |  |                              |  |                      |   |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | One of the following: (any two 100-level English courses numbered ENGL 105 or higher) or (B or better in one of the following: ENGL 108, 115, 120, 130, 150 or 170)                                                                                                                                                                                                                                                                                       |    |                     |    |                             |  |                                                              |  |                              |  |                      |   |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                             |  |                                                              |  |                              |  |                      |   |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                             |  |                                                              |  |                              |  |                      |   |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Dual-listed with:<br>Equivalent course(s): <b>ENGL 225 equivalent to ENGL 223D;</b><br><b>ENGL 250 equivalent to ENGL 223E</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                 |           | <b>Special Topics</b><br>This course is offered with different topics:<br><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(Double-click on box to select it as checked.)</i><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input checked="" type="checkbox"/> Yes, no limit<br><i>(The specific topic will be recorded when offered.)</i> |    |                     |    |                             |  |                                                              |  |                              |  |                      |   |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td>0</td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes |           | Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                     | 30 | Tutorials/workshops | 15 | Supervised laboratory hours |  | Experiential (field experience, practicum, internship, etc.) |  | Supervised online activities |  | Other contact hours: | 0 | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b><br>Transfer credit already exists: (See <a href="#">bctransferguide.ca</a> )<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes<br>Submit revised outline for rearticulation:<br><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i> |  |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |  |                              |  |                      |   |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |  |                              |  |                      |   |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |  |                              |  |                      |   |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |  |                              |  |                      |   |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |  |                              |  |                      |   |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 0         |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |  |                              |  |                      |   |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |  |                              |  |                      |   |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Grading System</b><br><input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                             |  |                                                              |  |                              |  |                      |   |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Expected Frequency of Course Offerings:</b><br>Every other year<br><i>(Every semester, Fall only, annually, every other Fall, etc.)</i>                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |  |                                                              |  |                              |  |                      |   |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Department / Program Head or Director:</b> Melissa Walter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b> February 23, 2018                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                             |  |                                                              |  |                              |  |                      |   |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date approved:</b> March 2018                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                             |  |                                                              |  |                              |  |                      |   |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> March 2018                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                             |  |                                                              |  |                              |  |                      |   |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of posting:</b> June 8, 2018                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                             |  |                                                              |  |                              |  |                      |   |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> September 28, 2018                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |  |                                                              |  |                              |  |                      |   |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |

**Learning Outcomes:**

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

- Identify and analyze representative works from the relevant tradition.
- Write literary analysis using appropriate scholarly conventions and research methods.
- Contribute appropriately to collaborative constructions of knowledge.
- Articulate knowledge of social and historical contexts relevant to course materials.
- Discuss how literature evokes affective responses.

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

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

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

Lecture, seminar, small group activities.

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

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

| Author (surname, initials) | Title (article, book, journal, etc.)     | Current ed.              | Publisher              | Year |
|----------------------------|------------------------------------------|--------------------------|------------------------|------|
| 1. C. Rajagopalachari      | Mahabharata                              | <input type="checkbox"/> | Bharatiya Vidya Bhavan | 2005 |
| 2. Shashi Menon            | Ramayana                                 | <input type="checkbox"/> | North Point Press      | 2003 |
| 3. Martin Puchner, et.al.  | Norton Anthology World Literature Vol B  | <input type="checkbox"/> | Norton                 | 2012 |
| 4. Velcheru Narayan Rao    | Text and Tradition in South India        | <input type="checkbox"/> | SUNY Press             | 2017 |
| 5. Barbara Stoler Miller   | Theater of Memory: The Plays of Kalidasa | <input type="checkbox"/> | ColumbiaUP             | 1984 |

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |   |            |      |
|----------------|-----|--------------|-----|-------------------|---|------------|------|
| Final exam:    | 25% | Assignments: | 50% | Field experience: | % | Portfolio: | %    |
| Midterm exam:  | 15% | Project:     | %   | Practicum:        | % | Other::    | %    |
| Quizzes/tests: | 10% | Lab work:    | %   | Shop work:        | % | Total:     | 100% |

**Details (if necessary):**

Close reading exercises x 2, 10%, short literary analysis essay, 15%; longer literary analysis essay 15%

In order to write the final exam, students must complete and submit ALL required assignments by the given due date in accordance with guidelines.

**Typical Course Content and Topics**

**Example 1:**

**Literary and Narrative Traditions: The South Asian Tradition (ENGL 233C)**

Readings will include books and/or selections—print, online, and/or graphic texts; films and documentaries—feature length, shorts, excerpts, and/or television adaptations. Alongside readings of classics, selections from more recent and contemporary works will demonstrate the continued relevance and universality of ancient works produced in South Asia (India and its neighbouring countries)

|            |                                                                                                                                                                                                                                                                              |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Weeks 1-3  | Introduction and Overview: Orature and Literature; Orality and Writing; Religion and Society                                                                                                                                                                                 |
|            | Ancient Tales and Fables                                                                                                                                                                                                                                                     |
|            | Selections from <i>Jataka</i> and <i>Panchtantra</i>                                                                                                                                                                                                                         |
| Weeks 4-5  | Epics                                                                                                                                                                                                                                                                        |
|            | <i>Ramayana</i> and <i>Mahabharata</i> : Influences and Tropes—Overview with selections from ancient and contemporary texts exploring themes of family, power, divisions, love and legitimacy, honour—of clan and of women, good vs evil, truth and deception, renunciation. |
| Week 6     | <i>Ramayana</i>                                                                                                                                                                                                                                                              |
|            | Good vs Evil: The Story of Ravana and his Decline                                                                                                                                                                                                                            |
| Week 7     | <i>Ramayana</i>                                                                                                                                                                                                                                                              |
|            | Trial by Fire: The Story of Sita                                                                                                                                                                                                                                             |
| Week 8     | <i>Mahabharata</i>                                                                                                                                                                                                                                                           |
|            | A Kingdom Divided: Kauravas and Pandavas                                                                                                                                                                                                                                     |
| Week 9     | <i>Mahabharata</i>                                                                                                                                                                                                                                                           |
|            | The Bastard Child: Story of Karna                                                                                                                                                                                                                                            |
| Week 10    | <i>Mahabharata</i>                                                                                                                                                                                                                                                           |
|            | Draupadi's (Dis)Honour and the Loss of Morality                                                                                                                                                                                                                              |
| Week 11    | <i>Mahabharata</i>                                                                                                                                                                                                                                                           |
|            | Karma and Dharma: Krishna's Sermon: <i>Bhagvad Gita</i>                                                                                                                                                                                                                      |
| Week 13-14 | Kalidasa's <i>Abhigyanasakuntalam</i> [ <i>Sakuntala and the Ring of Recollection</i> ]                                                                                                                                                                                      |

**Example 2:**

**Literary and Narrative Traditions: The Greek and Roman Tradition (ENGL 233D)**

- Weeks 1-2 Homer and the Epic Vision of the *Odyssey* (*Odyssey*, Books 1-7)
- Weeks 3-5 Aeschylus and the Tragic Vision of the *Oresteia*
- Weeks 6-7 The Wandering Theme in the *Odyssey* and Western Literary Tradition (*Odyssey*, Books 8-12, selected authors)
- Weeks 8-10 The Homecoming Theme in the *Odyssey* and Western Literary Tradition (*Odyssey*, Books 13-24, selected authors)
- Weeks 11-13 The Roman Tradition in Ovid's *Metamorphoses* (selected books)

**Example 3:**

**Literary And Narrative Traditions: The Biblical Tradition (ENGL 233E)**

- Weeks 1-2 The Idea of "The Fall" (Genesis selections; selected poems)
- Weeks 3-5 Biblical Character: Moses, David, Samson (Pentateuch selections; Books of Samuel, Judges; *Samson Agonistes*)
- Weeks 6-7 The Influence of the Psalms (The Psalms; selections from Donne, Herbert, Smart, Whitman)
- Weeks 8-9 The Prophetic Stance and Style (Isaiah, Ezekiel; Jeremiah; Blake, *Jerusalem*)
- Weeks 10-11 The Book of Mark and Narrative Technique (Gospel of Mark)
- Weeks 11-12 Paul and the Christian Vision in English lyric poetry (selected epistles; Eliot, *Four Quartets*; selected poems)
- Week 13 The Idea of Revelation (Book of Revelation; Gospel of John; selected poems and speeches)

**Memo for New Course****To: CACC and UEC****From: Melissa Walter, Department of English****Date: Feb 23, 2018/****Subject: Proposal for new course ENGL 271: Topics in Contemporary Rhetoric**

1. Rationale for new course: **As part of our efforts to comply with the findings of our recent Department Review, we recognize the need to replace outdated, infrequently-taught, and under-enrolling courses (particularly at the 200-level) with courses that appeal to a broad range of students on topics of current interest. An initial offering of this shell-course would focus on the popular phenomenon of stand-up comedy, but would lend itself in future iterations to the study of other forms of rhetorical discourse in contemporary culture.**
2. How this new course fits into program(s): **English 271 will add an attractive and low-barrier elective to English programs as a whole, and will enhance our Writing and Rhetoric stream by including genres of writing and/or performance that have contributed to contemporary popular culture. To a greater extent than the majority of our literature courses, English 271 will study a branch of creative expression that is evolving quickly before our eyes, and that comments directly on topics, trends, and situations relevant to our daily lives. It will also supplement the existing introduction to Rhetoric (English 214: Writing and Rhetorical Theory) with a situated and lively set of illustrations of rhetorical techniques in action.**

**In addition, English 271 will build on the success of our existing English 270 ("Topics in Popular Fiction"). Offered as a course in the developing popular genre of comics and graphic novels, the course attracted students interested in contemporary developments in non-canonical genres. We expect to fill a similar gap in the area of Rhetoric with English 271.**

***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):  
**In identifying and applying "key terms and concepts from rhetoric to the analysis of texts and speech," students will expand their knowledge of the "different methods of literary criticism." In their use of "critical essays and scholarly texts" about the course topic, they will gain practice with "research and the handling of secondary sources." In writing "argumentative essays" that "integrate close analyses of specific rhetorical elements and techniques," they will be identifying and practicing the "conventions and methods of literary studies" and learn about writing "in diverse genres for multiple audiences." Overall, the course will be an opportunity for students to "frame questions, analyze texts, evaluate evidence, explore differing perspectives, and develop arguments."**
4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? **No.**
5. Which program areas have been consulted about the course? **CMNS and SCMS**

6. If a new discipline designation is required, explain why: **N/A**
7. What consideration has been given to indigenizing the curriculum? **This course will be available to be taught in various iterations. An instructor with the necessary expertise could teach this course as Indigenous rhetorics, or the discourse of Indigenous rights claims. Indigenizing the curriculum will also register in other iterations of this course. For instance, in the stand-up comedy iteration, the course will explore the relationship between stand-up comedy (and comedy in general) to questions of personal, racial, and cultural identity. Special attention will be given to the genre's established record as a medium for marginalized and disenfranchised voices. Course texts and local live performances will include Indigenous authors and performers.**
8. If this course is not eligible for PLAR, explain why: **N/A**
9. Explain how each of the following will affect the budget for your area or any other area:
  - a. Credit value: **3 credits is the norm for 200-level courses in English, so there is no budget effect.**
  - b. Class size limit: **36 students is a higher cap than many of our writing and rhetoric courses, so the course has the potential to bring in more money to the department and the college than other writing courses.**
  - c. Frequency of offering: **The course will appear in rotation with other rhetoric courses**
  - 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? **Field trips may be required for certain iterations of this course. For an iteration on political debate and speech, students might be asked to attend the SUS election debates and write a rhetorical analysis. For the stand-up comedy iteration, at least one field trip to a local comedy show will be required as part of the course expectations and will be announced in the timetable and course outline. The instructor will keep costs in mind when selecting any fieldtrip, as the expense will be borne by students.**
11. Estimate of the typical costs for this course, including textbooks and other materials:

**Textbooks and other reading materials: between \$50 and \$100.**

**Field trip (required in some iterations of the course): between \$10 and \$40.**

**Total: between \$50 and \$140.**



ORIGINAL COURSE IMPLEMENTATION DATE: January 2019  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2024  
 Course outline form version: 10/27/2017

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|-----------------------------|--|--------------------------------------------------------------|--|------------------------------|--|----------------------|--|--------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 271                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Course Full Title:</b> Topics in Contemporary Rhetoric<br><b>Course Short Title:</b> Contemporary Rhetoric<br><i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> ENGL                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Calendar Description:</b><br>Students will be introduced to basic concepts and terms from the field of rhetoric, and apply them to the analysis of a particular contemporary cultural context (e.g. Canadian political debate; Indigenous rights claims; social media; environmental debate; stand-up comedy).<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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | Any two 100-level English courses numbered ENGL 105 or higher.                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Dual-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                         |           | <b>Special Topics</b><br>This course is offered with different topics:<br><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(Double-click on box to select it as checked.)</i><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input checked="" type="checkbox"/> Yes, no limit<br><i>(The specific topic will be recorded when offered.)</i> |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>25</td> </tr> <tr> <td>Tutorials/workshops</td> <td>20</td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table> Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input type="checkbox"/> Yes |           | Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                     | 25 | Tutorials/workshops | 20 | Supervised laboratory hours |  | Experiential (field experience, practicum, internship, etc.) |  | Supervised online activities |  | Other contact hours: |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b><br>Transfer credit already exists: (See <a href="#">bctransferguide.ca</a> )<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes<br>Submit revised outline for rearticulation:<br><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i> |  |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Grading System</b><br><input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Expected Frequency of Course Offerings:</b><br>Every other year<br><i>(Every semester, Fall only, annually, every other Fall, etc.)</i>                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Department / Program Head or Director:</b> Melissa Walter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b> February 23, 2018                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> April 2018                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> April 2018                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of posting:</b> June 8, 2018                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> September 28, 2018                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |  |

## Learning Outcomes:

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

- Identify and apply key terms and concepts from rhetoric in the analysis of texts and speech
- Demonstrate fluency with the key terms, concepts and issues involved in the topic of the course
- Discuss critical essays and scholarly texts about the field of rhetoric and/or about the special topic
- Integrate close analyses of specific rhetorical elements and techniques into argumentative research essays
- Analyze the relationship between the rhetorical canon of "delivery" and performance
- Apply rhetoric strategies and concepts within their own persuasive and argumentative 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, seminars, presentations, optional guest lecturers, optional field trips

**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. Please see attached     |                                      | <input type="checkbox"/> |           |      |
| 2.                         |                                      | <input type="checkbox"/> |           |      |
| 3.                         |                                      | <input type="checkbox"/> |           |      |
| 4.                         |                                      | <input type="checkbox"/> |           |      |
| 5.                         |                                      | <input type="checkbox"/> |           |      |

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

## Typical Evaluation Methods and Weighting

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

## Details (if necessary):

Reflective reading responses, 10%; Close rhetorical analyses, 30%; Presentation 10%; Essay proposal and annotated bibliography, 5%; Final research essay 20%.

## Typical Course Content and Topics

Note: This is a sample course schedule with readings, topics and assignments for ENGL 271C, "The Rhetoric of Stand-Up Comedy" – Other iterations of this course would balance content focused on the terms and concepts of rhetoric and content directed at applying rhetorical concepts and tools to the analysis of the subject matter.

Week 1: Intro/Overview (selection from Aristotle's *On Rhetoric*)

Week 2: Introducing Rhetoric, Continued

Week 3: Overview of Special Topic: Stand-up comedy, history, cultural context, jargon, and terminology (Judd Apatow reading)

Week 4: Ancient Rhetoricians on Comedy (Brief selections from Aristotle, Longinus, Quintilian)

Week 5: More key concepts: Kairos; Modes of Persuasion; Historical Situation (Burke, Sherwood)

Week 6: Guest speakers, facilitated by Yo Trieu and Fraser Valley Comedy

Week 7: Literary concepts: Irony, Satire, Wit, Parody, Carnavalesque (Bakhtin, Hobbes)

Week 8: Figurative Language: Figures, Tropes, and Schemes (*Handlist of Rhetorical Terms, Silva Rhetorica*)

Week 9: Social Contexts: Ethics and Identity in Standup Comedy (Rossing, Russell)

Week 10: Social Contexts II: Local and Indigenous Comic voices (selections from Me Funny)

Week 11: Presentations

Week 12: Review, Essay Presentation, Peer Editing, Final presentations (Chiari "The Language of Jokes: Analyzing Verbal Play")

Week 13: Final class, Feedback.

## 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>Current edition</u>     | <u>Publisher</u>                                     | <u>Year</u> |
|-----|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|------------------------------------------------------|-------------|
| 1.  | Aristotle                         | <i>On Rhetoric</i>                                                                                                                                                | 2 <input type="checkbox"/> | Oxford UP                                            | 2007        |
| 2.  | Crawlee, S., Hawhee, D.           | <i>Ancient Rhetorics for Contemporary Students</i>                                                                                                                | 5 <input type="checkbox"/> | Pearson                                              | 2011        |
| 3.  | Brummet, B.                       | <i>Rhetoric in Popular Culture</i>                                                                                                                                | 5 <input type="checkbox"/> | Sage                                                 | 2017        |
| 4.  | Lanham, R.                        | <i>A Handlist of Rhetorical Terms</i>                                                                                                                             | 2 <input type="checkbox"/> | U California P                                       | 2012        |
| 5.  | Bizzell, P., Herzber, H.          | <i>The Rhetorical Tradition</i>                                                                                                                                   | 2 <input type="checkbox"/> | Bedford St. Martin's                                 | 2000        |
| 6.  | --                                | Coursepack with relevant essays and materials tailored to specific topic<br>(see below for sample coursepack materials for "rhetoric and stand-up comedy" course) | <input type="checkbox"/>   |                                                      |             |
| 7.  | Sherwood, S.                      | "Intersections of Wit and Rhetoric" (academic essay)                                                                                                              | <input type="checkbox"/>   | Journal: Proteus                                     | 2013        |
| 8.  | Burke, K.                         | <i>Attitudes Toward History</i> (excerpt)                                                                                                                         | <input type="checkbox"/>   | U California P                                       | 1984        |
| 9.  | Pulliam, G.                       | "A Brief Annotated Glossary of Stand-up Comedy Jargon" (academic essay)                                                                                           | <input type="checkbox"/>   | Journal: American Speech                             | 1991        |
| 10. | Apatow, J.                        | <i>Sick in the Head: Conversations about Life and Comedy</i> (excerpt)                                                                                            | <input type="checkbox"/>   | Gerald Duckworth and Co.                             | 2017        |
| 11. | Bakhtin, M.                       | <i>Rabelais and his World</i> (excerpt)                                                                                                                           | <input type="checkbox"/>   | Indiana UP                                           | 1984        |
| 12. | Rossing, J.                       | "A Sense of Humor for Civic Life" (academic essay)                                                                                                                | <input type="checkbox"/>   | Studies in American Humor                            | 2016        |
| 13. | Russell, D.                       | "Self-Deprecating Humor and the Female Comic" (academic essay)                                                                                                    | <input type="checkbox"/>   | ThirdSpace: A Journal of Feminist Theory and Culture | 2002        |
| 14. | Taylor, D.                        | <i>Me Funny</i> (An essay collection on Indigenous humour--excerpt)                                                                                               | <input type="checkbox"/>   | D&M Publishers                                       | 2012        |
| 15. | Chiaro, D.                        | <i>The Language of Jokes: Analyzing Verbal Play</i> (excerpt)                                                                                                     | <input type="checkbox"/>   | Routledge                                            | 1992        |
| 16. |                                   |                                                                                                                                                                   | <input type="checkbox"/>   |                                                      |             |
| 17. |                                   |                                                                                                                                                                   | <input type="checkbox"/>   |                                                      |             |
| 18. |                                   |                                                                                                                                                                   | <input type="checkbox"/>   |                                                      |             |
| 19. |                                   |                                                                                                                                                                   | <input type="checkbox"/>   |                                                      |             |
| 20. |                                   |                                                                                                                                                                   | <input type="checkbox"/>   |                                                      |             |
| 21. |                                   |                                                                                                                                                                   | <input type="checkbox"/>   |                                                      |             |
| 22. |                                   |                                                                                                                                                                   | <input type="checkbox"/>   |                                                      |             |
| 23. |                                   |                                                                                                                                                                   | <input type="checkbox"/>   |                                                      |             |
| 24. |                                   |                                                                                                                                                                   | <input type="checkbox"/>   |                                                      |             |
| 25. |                                   |                                                                                                                                                                   | <input type="checkbox"/>   |                                                      |             |
| 26. |                                   |                                                                                                                                                                   | <input type="checkbox"/>   |                                                      |             |
| 27. |                                   |                                                                                                                                                                   | <input type="checkbox"/>   |                                                      |             |
| 28. |                                   |                                                                                                                                                                   | <input type="checkbox"/>   |                                                      |             |
| 29. |                                   |                                                                                                                                                                   | <input type="checkbox"/>   |                                                      |             |
| 30. |                                   |                                                                                                                                                                   | <input type="checkbox"/>   |                                                      |             |

**ENGL 271**
**University of the Fraser Valley Transfer Credit Request Form**

## Transfer Credit Request Form

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

| <u>Institution code</u> | <u>Full Institution name</u>                     | <u>Transfer credit exists</u> | <u>Request transfer credit</u>      |
|-------------------------|--------------------------------------------------|-------------------------------|-------------------------------------|
| AI                      | Art Institute of Vancouver                       | <input type="checkbox"/>      | <input type="checkbox"/>            |
| ALEX                    | Alexander College                                | <input type="checkbox"/>      | <input type="checkbox"/>            |
| ASM                     | Acsenda School of Management                     | <input type="checkbox"/>      | <input type="checkbox"/>            |
| AU                      | Athabasca University                             | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| CAPU                    | Capilano University                              | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| CNC                     | College of New Caledonia                         | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| COTR                    | College of the Rockies                           | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| COLU                    | Columbia College                                 | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| COQU                    | Coquitlam College                                | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| DOUG                    | Douglas College                                  | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| EC                      | Emily Carr University of Art & Design            | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| FDU                     | Fairleigh Dickinson University                   | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| JIBC                    | Justice Institute of BC                          | <input type="checkbox"/>      | <input type="checkbox"/>            |
| KWAN                    | Kwantlen Polytechnic University                  | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| NVIT                    | Nicola Valley Institute of Technology            | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| NIC                     | North Island College                             | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| NLC                     | Northern Lights College                          | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| NWCC                    | Northwest Community College                      | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| OC                      | Okanagan College                                 | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| SFU                     | Simon Fraser University                          | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| TRU                     | Thompson Rivers University                       | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| TRU-OL                  | Thompson Rivers University, Open Learning        | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| TWU                     | Trinity Western University                       | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| UBC                     | University of British Columbia- Vancouver Campus | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| UBCO                    | University of British Columbia- Okanagan Campus  | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| UCW                     | University Canada West                           | <input type="checkbox"/>      | <input type="checkbox"/>            |
| UNBC                    | University of Northern BC                        | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| UVIC                    | University of Victoria                           | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| VCC                     | Vancouver Community College                      | <input type="checkbox"/>      | <input type="checkbox"/>            |
| VIU                     | Vancouver Island University                      | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |

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

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

**Memo for New Course**

To: **CACC and UEC**

From: **Melissa Walter, Department of English**

Date: February 23, 2018

Subject: Proposal for new course ENGL 390: Creative Writing: Special Topics, and discontinuation of ENGL 298

1. Rationale for new course:

The creation of this shell course allows for instructors to teach genre-specific classes (fantasy, mystery, sci-fi), and creates dynamic offerings for students.

The course replaces ENGL 298, which is being discontinued.

ENGL 390, a special topics class in creative writing at the 300-level will build on the skills introduced in the 100 and 200 levels.

English 317: Experimental Poetics, and English 377: Adaptation, which are also being cancelled, could easily be taught in this shell course if necessary (although they have historically had poor fill rates).

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

This shell course allows for dynamic course offerings for students, as it can be shaped to fulfill current literary trends.

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

In this class, students will fulfill many of the program learning outcomes, including:

Gain broad knowledge of the history of literary forms in English, including major genres, periods, movements, and authors.

Appreciate cultural differences as represented in a range of indigenous, national, and transnational literatures.

Learn different methods of literary criticism, including modes of formal, historical, and theoretical analysis.

Identify and practice the conventions and research methods of literary studies, and write in diverse genres for multiple audiences.

Lead class discussions, collaborate with peers, and participate in class formally and informally.

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

N/A

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

Department Head, creative writing committee, and curriculum committee have all been consulted.

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

N/A

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

Indigenous examples could be part of course content for examination, analysis, and response. Indigenous creative writing genres and methods could also be one iteration of this course.

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

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

- a. Credit value – 4 upper level (same as other upper level English courses)
- b. Class size limit – 25 (same as other upper level English courses)
- c. Frequency of offering – Once every two years (same as other upper level English)
- d. Resources required (labs, equipment) Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? - Smart room only

10. Estimate of the typical costs for this course, including textbooks and other materials: \$225.00

**CWC comments and responses:**

- How is learning outcome #2 (“demonstrate critical awareness of...”) assessed? Suggest revising to a more measurable verb.

*From the perspective of those teaching creative writing, learning outcome #2 is measurable. It is assessed through evaluation of student writing or reflective commentary (which may be written or verbal.) "Critical awareness" may be demonstrated implicitly in creative writing, or explicitly in a reflective or analytical/expository fashion. The more general outcome, "Demonstrate critical awareness etc." is preferred (as written). If this is unacceptable to UEC, "Critically analyze genre conventions and apply genre conventions judiciously" may be substituted.*



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 390                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Course Full Title:</b> Creative Writing: Special Topics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> CW Special Topics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Calendar Description:</b><br>An exploration of a specific literary genre of the instructor's choice, at an advanced level. Students will produce original creative work which will be workshopped and revised. Students will study examples of the genre by professional authors. By the end of the term, students will have produced a substantial portfolio.                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | Two 200-level English courses including one of ENGL 208, ENGL 211, ENGL 212, ENGL 213, or ENGL 215.                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                         |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Total Hours: 60</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>30</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>30</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>60</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 30 | Seminars/tutorials/workshops | 30 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input checked="" type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Maximum enrolment (for information only):</b> 25<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Once a year                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Department / Program Head or Director:</b> Melissa Walter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b> March 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> March 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of posting:</b> June 8, 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of posting:</b> March 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> September 28, 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |

**Learning Outcomes**

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

1. Define and use key genre-based terms and concepts.
2. Demonstrate critical awareness of genre conventions and their application.
3. Analyze texts and write about them using appropriate analytical and genre-specific tools and concepts.
4. Draft and complete a major creative project.
5. Employ a wide range of manuscript revision strategies and techniques.
6. Apply ethical practice in providing critical workshop feedback.
7. Critique and evaluate peer material, as well as revise and edit their own work..
8. Write an analytical paper evaluating a published work relevant to the special topic.

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

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

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

Lecture, workshop, exercises, writing assignments.

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

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

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

| Author (surname, initials) | Title (article, book, journal, etc.) | Current ed.              | Publisher    | Year |
|----------------------------|--------------------------------------|--------------------------|--------------|------|
| <b>LITERARY MYSTERY</b>    |                                      |                          |              |      |
| 1. Celeste Ng              | EVERYTHING I NEVER TOLD YOU          | <input type="checkbox"/> | Blackfriars  | 2014 |
| 2. Donna Tarte             | THE SECRET HISTORY                   | <input type="checkbox"/> | Vintage      | 2004 |
| 3. Scott Blackwood         | SEE HOW SMALL                        | <input type="checkbox"/> | Little Brown | 2015 |
| <b>THEMED POETRY</b>       |                                      |                          |              |      |
| 4. Carolyn Smart           | HOOKED                               | <input type="checkbox"/> | Brick        | 2009 |
| 5. Billeh Nickerson        | IMPACT: THE TITANIC POEMS            | <input type="checkbox"/> | Arsenal      | 2012 |
| 6. Stephanie Bolser        | WHITE STONE: THE ALICE POEMS         |                          | Signal       | 1998 |

**Typical Evaluation Methods and Weighting**

|                |     |                |     |                   |   |            |    |
|----------------|-----|----------------|-----|-------------------|---|------------|----|
| Final exam:    | %   | Assignments:   | 10% | Midterm exam:     | % | Practicum: | %  |
| Quizzes/tests: | %   | Lab work:      | %   | Field experience: | % | Shop work: | %  |
| Portfolio:     | 70% | Participation: | 20% | Other:            | % | Total:     | 0% |

**Details (if necessary):**

Portfolio of 3-5 short stories: 50%  
Revision of one story: 20%  
Participation/Workshopping: 20%  
Critical review: 10%

**Typical Course Content and Topics**

**Literary Mystery**

Week 1-3: Genre conventions: defining contemporary literary mystery  
Week 4-5: Clues, red herrings & breadcrumbs  
Week 5-6: Dramatic tension  
Week 7-8: Development of the "monster"  
Week 9-11: Plotting: pace & persuasion  
Week 12-13: Revision

**Themed Poetry**

Week 1-2: Inspiration: generating ideas & focusing theme  
Week 2-3: Controlling theme: research and selection  
Week 3-4: Narrative & occasion: how the poem unfolds  
Week 4-6: Shape: form & free verse  
Week 6-8: Rhyme, rhythm & metre.  
Week 8-10: Imagery & language: shaping the theme  
Week 10-13: Revision



**Memo for Course Changes—Discontinuation of ENGL 225, 267, 275, 293, 294, 375**

To: Alisa Webb, CACC Chair

From: Melissa Walter

Date: February 06, 2018

**Subject: Proposal for discontinuation of ENGL 225, 267, 275, 293, 294, 375**

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 courses XXXXXXXXXXXX
- ☐ Other – Please specify:

2. Rationale for change:

There is insufficient student demand for these courses as written, and where the content is important for students, it can be addressed in other courses. In the case of ENGL 225, we are substituting ENGL 223, a shell course that includes various significant literary traditions. ENGL 267 is too specialized for the second year. ENGL 275 has not enrolled well. ENGL 293 and 294 continue to exist as music courses but are not central to the English program. ENGL 375 has, in practice, been too similar to ENGL 379 and the more applied ENGL 379, which blends theory and practice, is more relevant for students in this particular case.

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

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

These courses are not required for any other program.

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

We have consulted informally with MACS, which cross-lists ENGL 267, and heard no objection to this change.

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

None of these courses were strongly indigenized courses.

7. If this course is not eligible for PLAR, explain why: N/A
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? N/A
10. Estimate of the typical costs for this course, including textbooks and other materials: N/A

**Memo for Course Changes—Deletion of courses**

To: Alisa Webb

From: Melissa Walter

Date: January 31, 2018

**Subject: Proposal for discontinuation of ENGL 317, 377**

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 XXXXXXXXXX
- ☐ Other – Please specify:

2. Rationale for change:

English 317 and 377 have not filled well and are too specific. 317 is effectively a second poetry class at the 300 level, but poetry is a relatively hard-to-fill genre, so having a 2nd 300-level poetry class that the department is committed to running in rotation does not make sense. Similarly 377, *Film Adaptations of English Literature* is too specialized and too similar to another class on the books--playwriting, in the case of 377.

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

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

The course is not required by another program, but we have consulted informally with the BFAAPC and they have not objected to these changes.

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

BFAPC has been informally consulted and has agreed with these changes. Within the English department, all relevant committees and the department as a whole have been consulted.

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

In general, the Creative Writing program has been considering the epistemologies embedded in genre expectations. These particular changes offer further opportunities for potential innovative and indigenized approaches to creative writing.

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

N/A

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

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

N/A

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

N/A

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

**Memo for Program Changes**

To: Alisa Webb, CACC Chair

From: Melissa Walter, English Department Head

Date: April 24, 2018

**Subject: Adjustments to elective options within ENGL Creative Writing Concentration**

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

- ☐ Program revision that requires new resources
- ☐ XXX Addition of new course options
- ☐ 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
- ☐ XXXXOther – Please specify: Deletion of Elective Options Within concentration; Change to accept ENGL 253 as a second year Creative Writing class; Acceptance of ENGL 223c as meeting the Global Literature requirement

2. Rationale for change(s):

3. ENGL 223c. meets the Global Literature Breadth Requirement: ENGL 223 c. meets the Global Literature breadth requirement within the ENGL degree due to its content elucidating South Asian Literary Traditions.

ENGL 253 can count as a creative writing course: ENGL 253 is a course in storytelling, newly cross-listed from THEA, and as the course includes substantial creative practice of storytelling, it makes sense to include this course among the options to fulfill the requirement for the creative writing concentration and the minors in creative writing.

Deletion of ENGL 298: The previous 200-level outcomes were actually too high for the skill level that the students have at the 200 level. The decision was therefore to cancel ENGL 298, and add a course at the 300-level, ENGL 390. The learning outcomes are also slightly enhanced to better describe the expected outcomes.

Addition of 390: This course is more appropriate at the 300-level. At the 300-level, the course will build on the skills introduced in the 100 and 200 levels.

Deletions of 317 and 377: These courses are too specialized to run in a regular rotation and have not filled well. They can be offered within the 390 shell if demand allows.

Deletion of ENGL 375: ENGL 375 has not been sufficiently differentiated from other Rhetoric courses.

Addition of ENGL 271: ENGL 271 responds to program needs for second year classes that showcase exciting approaches to language and rhetoric.

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

N.A.

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

ENGL 223 c. explores traditions of literature and orature of South Asia, in order to acknowledge the diversity of traditions that contribute to literature written in English today. ENGL 223c. includes Indigenous literature and orature of South Asia.

ENGL 253: By including this course in orature within our offerings in the language arts, including creative writing, we move toward indigenizing our curriculum.

ENGL 271 and 390 are shell courses and they can include Indigenous literature and methodologies as appropriate.

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

No.

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

In ENGL 223, students will be offered an interesting new course that will enhance their knowledge of South Asian literature as well as their knowledge of Canadian, American, British, and other literatures in English enhanced by South Asian diasporas.

In ENGL 253, students will be able to take Intro to Storytelling as an ENGL course and this will mean that it can count towards a teachable subject for PDP.

Regarding the deletion of some creative writing courses, ENGL 298, 317, and 377 were all elective courses within the creative writing concentration and students have other options that will build their skills.

Regarding the deletion of ENGL 375, students will take other courses within the concentration if they elect the rhetoric concentration. ENGL 375 is being deleted and ENGL 271 is being added. The total number of courses in the concentration is the same.

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

No.

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

The courses are elective and will be taught by existing faculty within existing budget and rotations.

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

N/A

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

**CWC comments and responses:**

- ENGL 253 is being included in the "Canadian Literature requirement", but this appears to be a creative writing course, rather than Canadian literature.

*In our programs we believe it is most appropriate for this course to count as either a creative writing or a literature course. It fulfills the Canadian literature requirement because, whether functioning as a literature course or as a creative writing course in any given student's program, it includes significant exposure to story that is based in the lands we call Canada.*

*Here is more information from Michelle LaFlamme, who has significant experience teaching this course and frequently teaches it:*

*"Because the students study narrative conventions and storytelling traditions and have theoretical readings on autobiography, I think it is an English course."*

*[there are creative outputs and outcomes, but the course also involves]*

*"learning about narrative traditions globally and social justice uses of theatre and story one might argue is a standard English survey course.*

*So, I am all for enabling either students to take this for credit AS it truly is a hybrid blend with objectives being met from both disciplines.*

*...*

*This storytelling course follows the traditional English literary studies model and at about the mid-point the students begin creating their own "story" and through rehearsal and theatre games and revision suggestions and dramaturgical advice and direction, they create their final performances.*

*There are quizzes and writing assignments throughout ...*

*There is more literary analysis than is typical in a CW or THTR course and more creativity than an ENG course and much more embodied performativity than [typically] exists in ENG or CW but is typical of THTR courses.*

*In terms of the Indigenizing aspect, yes, the start of the course grounds students in local indigenous storytelling and there are several examples throughout where story is differently inflected and narrative is understood in a global context. "*

- English Honours, Creative Writing: Why is ENGL 253 included in two different requirements?

*ENGL 253 can function as a creative writing course or a literature course. The student can choose how the course is functioning in their program.*

*Canadian literature is a breadth requirement. A course can fulfil a breadth requirement and another requirement at the same time.*

## English major, English Literature

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

### Lower-level requirements: 21 credits

- ENGL 105
- Three additional 100-level credits from ENGL 108 or higher
- ENGL 200, 201, and 202
- Six additional [credits of 200-level credits of](#) English

### Upper-level requirements: 32 credits

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

### Breadth requirements

Within the 53 credits required for the major, students must complete the following:

- Canadian Literature requirement: one of ENGL 240, [ENGL 253/THEA 250](#), [ENGL 354](#), 356, 358, 360, or 362
- [Global Literature](#) requirement: one of ENGL [223c](#), 228, 245, 367, 369, 380, or 384

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

## English major, Creative Writing concentration

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

### Lower-level requirements: 18 credits

- ENGL 105
- Three 100-level credits from ENGL 104 or higher
- Six credits from ENGL 200-202, 240, [253](#), 280, or 294

- Six credits from ENGL 208, 211, 212, 213, 215, or ~~298~~253

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

- Eight credits from ENGL 301, 304, 306, 312, or 316
- 12 credits from ENGL 302, 303, 311, 313, 315, ~~317~~, 373, ~~377~~, 378, 381, 390, or 405 (see Note 2)
- Four credits from ENGL 356, 360, or 361
- Four credits from ENGL 301-403 excluding courses designated as creative writing courses (see Note 1)
- Four credits from ENGL 405 or 490 (see Notes 2 and 3)

Note 1: The following upper-level courses are designated as creative writing courses: ENGL 302, 303, 311, 313, 315, ~~317~~, 373, ~~377~~, 378, 381, 390, and 405.

Note 2: ENGL 253 can only be used to fulfill one requirement.

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Note ~~32~~: ENGL 405 can only be used to fulfill one requirement.

Note ~~43~~: ENGL 490 must be focused on a creative writing project.

## **English major, Drama concentration**

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

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

- ENGL 105
- Three 100-level credits from ENGL 108 or higher
- ENGL 233/THEA 203
- ENGL 234/THEA 204
- Six ~~credits additional credits of 200-level credits of English from ENGL 200-298~~

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

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

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

## **English major, Writing and Rhetoric concentration**

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

### Lower-level requirements: 21 credits

- ENGL 105
- Three 100-level credits from ENGL 104 or higher
- ENGL 200
- ~~Six credits from ENGL 201-298~~
- Six credits from ENGL 209, 210, ~~or 214, or 271~~
- ~~Six additional credits of 200-level credits of English~~

**Commented [MW1]:** These credits are not being added—I have moved them to last in the list so that the list makes more sense.

### Upper-level requirements: 32 credits

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

## English Honours, Creative Writing

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

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

- ENGL 105 or ARTS 100 (formerly offered)
- Three credits from ENGL 104, 108, 115, 120, 130, 150, or 170 (see Note)
- Six credits from ENGL 200-207, 240, [ENGL 253/THEA 250](#), [ENGL 280](#), or 294
- Six credits from ENGL 208, 211, 212, 213, 215, ~~or ENGL 253?THEA 250~~~~or 298~~

Note 1: ENGL 115, 120, 130, and 150 have been discontinued.

[Note 2: ENGL 253 /THEA 250 can only be used to fulfill one requirement.](#)

### Upper-level requirements: 44 credits

- Eight credits from ENGL 301, 304, 306, 312, 316, 318, or 319
- 12 credits from ENGL 302, 303, 311, 313, 315, ~~317~~, 373, ~~377~~, 378, 381, ~~390~~, 405, or 490 (see Note 1)
- Four credits from ENGL 356, 360, or 361
- Eight credits from ENGL 301-403 excluding courses designated as creative writing courses (see Note 2)
- Four credits from ENGL 370, ~~375~~, 376, or 386
- ENGL 491 (see Note 3)
- ENGL 492 (see Note 3)

Note 1: ENGL 490 must be focused on a creative writing project.

Note 2: The following upper-level courses are designated as creative writing courses: ENGL 302, 303, 311, 313, 315, ~~317~~, 373, ~~377~~, 378, 381, ~~390~~, and 405.

Note 3: ENGL 491 and 492 must be focused on a creative writing project.

## Creative Writing extended minor

This extended minor can be applied to any degree program at UFV. This section specifies the extended minor discipline requirements only. Please refer to the specific degree section for information on additional requirements, declaration eligibility, and residency requirements.

The Creative Writing extended minor can be combined with another creative practice program only in the Bachelor of Fine Arts degree. Creative practice programs are offered in Creative Writing, Graphic and Digital Design, Theatre, and Visual Arts.

Note: This extended minor cannot be combined with an English major, Creative Writing concentration.

### Lower-level requirements: 18 credits

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

Note 1: Lower-level creative writing courses are ENGL 104, 208 (formerly 111), 211, 212, 213, 215, ~~and 253~~

Note 2: If not counted as a "creative writing course," Engl 253 can count as an "English other than creative writing course," and 298.

### Upper-level requirements: 16 credits

- Eight credits of upper-level creative writing courses (see Note)
- Four credits of upper-level English other than creative writing courses (see Note)
- Four credits from ENGL 405 or 490

Note 1: Upper-level creative writing courses are ENGL 302, 303, 311, 313, 315, ~~317~~, 373, ~~377~~, 378, 381, ~~390~~, and 405.

Note 2: At least 50% of the upper-level credits must be completed at UFV.

## Creative Writing minor

This minor can be applied to any degree program at UFV. This section specifies the minor discipline requirements only. Please refer to the specific degree section for information on additional requirements, declaration eligibility, and residency requirements.

Note: This minor cannot be combined with an English major, Creative Writing concentration.

**Lower-level requirements: 12 credits**

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

Note 1: Lower-level creative writing courses are ENGL 104, 208 (formerly 111), 211, 212, 213, 215, and ENGL 253/THEA 250, and 298.

Note 2: If not counted as a “creative writing course,” Engl 253 can count as an “English other than creative writing course.”

**Upper-level requirements: 16 credits**

- Eight credits of upper-level creative writing courses (see Note)
- Four credits of upper-level English other than creative writing courses (see Note)
- Four credits from ENGL 405 or 490

Note 1: Upper-level creative writing courses are ENGL 302, 303, 311, 313, 315, ~~317~~, 373, ~~377~~, 378, 381, ~~390~~, and 405.

Note 2: At least 50% of the upper-level credits must be completed at UFV.

**Memo for New Course**

To: Dr. Eric Spalding, Chair, Undergraduate Education Committee

From: Curtis Magnuson, Human Services Chair, School of Social Work and Human Services

Date: May 23, 2018

**Subject: Proposal for new course SOWK 297: Introduction to Mental Health and Substance Use**

1. Rationale for new course:

SOWK 297 will provide students enrolled in the Social Services diploma program with introductory knowledge and skills to work with individuals facing barriers that involve mental health issues, substance use issues, or co-morbid issues. The course was developed in response to community and student feedback received in recent years on identified gaps in our curriculum. Many other Social Services diploma programs in BC have a course or courses on mental health and substance use.

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

This course introduces current theories, models, and practices on mental health, substance use, and co-morbidity. With the current opioid crisis, it is imperative that front-line social service workers have the requisite skills and knowledge to work with these issues.

SOWK 297 will provide a foundation for those diploma graduates who go on to pursue the Bachelor of Social Work degree. In particular, SOWK 297 will prepare students for SOWK 394 (Substance Misuse Issues) and SOWK 497 (Social Work in Mental Health).

The School held a day-long planning session with practicum agency supervisors on gaps in the curriculum, out of which substance use and mental health were identified as priorities. The School also conducted a survey with current diploma students seeking their input on the curriculum. In response to community and student feedback received, the Human Services Committee determined that a required course would be developed to address these concerns, necessitating a program change to the Social Services diploma program.

Based on feedback received from students and instructor experiences of teaching HSER 250, it was determined that the curriculum of HSER 250 was redundant and that the identified gap in our curriculum in the areas of mental health and substance use would replace it.

In 2017, the School of Social Work and Human Services sought and received permission from the Dean of Professional Studies and the University Registrar not to offer HSER 250 during 2017/18 and to replace it with an elective course chosen in consultation with the School's Education Advisor on the condition that the School develop a new course (SOWK 297) to replace HSER 250.

HSER 250 was added to the curriculum in Fall 2006 to serve as a capstone that students would take in their final semester of studies, after all other requirements, including their two practicum placements, were completed. HSER 250 replaced another course, HSER 150, in Fall 2006.

**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 Social Services diploma program prepares graduates to work in front-line social services roles with vulnerable and marginalized populations, many of whom struggle with mental health and substance use issues. The program also provides opportunities for students who are preparing for professional degrees to acquire practical job-related skills while earning university-level credits. SOWK 297 contributes both to the foundational knowledge and practice-specific knowledge around mental health and substance use that contribute to these outcomes.
4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?

No, but it may be of interest to students in other diploma and degree programs if they are able to take it as an elective course. Replacing an HSER course with a SOWK course will permit Bachelor of Social Work students to take this new course as a social work elective.
5. Which program areas have been consulted about the course?

Not applicable.
6. If a new discipline designation is required, explain why: Not applicable
7. What consideration has been given to indigenizing the curriculum?

The course curriculum includes exploring both specific Indigenous methods of understanding and addressing mental health, substance use, and co-morbidity in addition to a critical exploration of current perspectives through an Indigenous lens.
8. If this course is not eligible for PLAR, explain why:

SOWK 297 will be eligible for PLAR.
9. Explain how each of the following will affect the budget for your area or any other area:
  - a. Credit value: A three credit required course will replace a three credit required course so there will be no effect on the budget.
  - b. Class size limit: SOWK 297 will have the same class size limit as did HSER 250 so there will be no effect.
  - c. Frequency of offering: The course will be listed as offered “annually”, permitting the School to offer the course in any semester for which there is sufficient demand.
  - d. Resources required (labs, equipment) Not applicable
10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

No, field trips are not required.
11. Estimate of the typical costs for this course, including textbooks and other materials:
  - a. Course cost     3 credit undergraduate course tuition

b. Textbook      Approximately \$125.00

DRAFT



ORIGINAL COURSE IMPLEMENTATION DATE: January 2019  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2024  
 Course outline form version: 10/27/2017

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                           |                       |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-----------------------|----|---------------------|----|-----------------------------|--|--------------------------------------------------------------|--|------------------------------|--|----------------------|--|--------------------|-----------|
| <b>Course Code and Number:</b> SOWK 297                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                    |                       |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |
| <b>Course Full Title:</b> Introduction to Mental Health and Substance Use<br><b>Course Short Title:</b> Mental Health and Substance Use<br><i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                           |                       |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Department (or program if no department):</b> School of Social Work and Human Services |                       |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |
| <b>Calendar Description:</b><br>An introduction to current theories, models, and practices relating to mental health, substance use, and co-morbidity. Topics include assessment, evidence-based treatment, ecological perspectives, and the impact of practitioner attitudes on service engagement and delivery.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                           |                       |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Admission to the Social Services diploma, HSER 120, and one of (CMNS 125 or ENGL 105).    |                       |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | None                                                                                      |                       |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | None                                                                                      |                       |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |
| <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br/>                     Former course code/number:<br/>                     Cross-listed with:<br/>                     Dual-listed with:<br/>                     Equivalent course(s):<br/> <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> </div> <div style="width: 48%;"> <b>Special Topics</b><br/>                     This course is offered with different topics:<br/> <input checked="" type="checkbox"/> No   <input type="checkbox"/> Yes <i>(Double-click on box to select it as checked.)</i><br/>                     If yes, different lettered courses may be taken for credit:<br/> <input type="checkbox"/> No   <input type="checkbox"/> Yes, repeat(s)   <input type="checkbox"/> Yes, no limit<br/> <i>(The specific topic will be recorded when offered.)</i> </div> </div> |                                                                                           |                       |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture/seminar hours</td><td style="text-align: center;">30</td></tr> <tr><td>Tutorials/workshops</td><td style="text-align: center;">15</td></tr> <tr><td>Supervised laboratory hours</td><td></td></tr> <tr><td>Experiential (field experience, practicum, internship, etc.)</td><td></td></tr> <tr><td>Supervised online activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total hours</b></td><td style="text-align: center;"><b>45</b></td></tr> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                           | Lecture/seminar hours | 30 | Tutorials/workshops | 15 | Supervised laboratory hours |  | Experiential (field experience, practicum, internship, etc.) |  | Supervised online activities |  | Other contact hours: |  | <b>Total hours</b> | <b>45</b> |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 30                                                                                        |                       |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 15                                                                                        |                       |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                           |                       |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                           |                       |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                           |                       |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                           |                       |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>45</b>                                                                                 |                       |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |
| <b>Transfer Credit</b><br>Transfer credit already exists: (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes<br>Submit revised outline for rearticulation:<br><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                           |                       |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |
| <b>Grading System</b><br><input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                           |                       |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |
| <b>Expected Frequency of Course Offerings:</b><br>Annually<br><i>(Every semester, Fall only, annually, every other Fall, etc.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                           |                       |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |
| Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                           |                       |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |
| <b>Department / Program Head or Director:</b> Margaret Coombes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Date approved:</b> April 13, 2018                                                      |                       |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Date approved:</b> June 1, 2018                                                        |                       |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |
| <b>Dean/Associate VP:</b> Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Date approved:</b> June 1, 2018                                                        |                       |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Date of posting:</b> September 14, 2018                                                |                       |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Date of meeting:</b> September 28, 2018                                                |                       |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |

**Learning Outcomes:**

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

- Identify the range of mental health disorders and treatment options available
- Describe policy and practice development and implementation (Mental Health Act, harm reduction, trauma-informed care, and family-centered practice)
- Identify the theoretical perspectives upon which interventions and treatment modalities are built
- Explain the utility of labels and diagnostic categories as well as the adaptive function of substance use
- Describe the psychological, social, and economic impact of mental health disorders and substance use issues, including the connection to Fetal Alcohol Spectrum Disorder
- Explain the differences between personal mental health and wellness, mental illness, substance use, addiction, and concurrent disorders
- Explain stigma associated with mental health and substance use and the impact of societal discrimination
- Identify current practice challenges and explain why they exist
- Articulate the relationships between practitioner stance, treatment modality, and client experiences
- Critically reflect on their own values, ideological perspectives, and other ecological perspectives of mental health and substance use
- Explore Indigenous views of mental health and substance use and describe relationships of these views to Indigenous perspectives of wellness, healing, and treatment

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

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

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

Lectures, Seminars

**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. Regehr, C. & Glancy, G.                                                             | <i>Mental health social work practice in Canada.</i>                                                                                                                                                                                         | <input checked="" type="checkbox"/> | Oxford University Press |      |
| 2. Iyer, S.N., Boksa, P., Lal, S., Shah, J., Marandola, G., Jordan, G.,... Malia, A.K. | Transforming mental health: A Canadian perspective. <i>Irish Journal of Psychological Medicine</i> , 32, 51-60. doi: 10.1017/ipm.2014.89                                                                                                     | <input type="checkbox"/>            |                         | 2015 |
| 3. Schiff, J. W.                                                                       | <i>Working with homeless and vulnerable people: Basic skills and practice.</i>                                                                                                                                                               | <input checked="" type="checkbox"/> | Oxford University Press |      |
| 4. Marsh, T. N., Coholic, D., Cote-Meek, S., & Najavits, L. M.                         | Blending Aboriginal and Western healing methods to treat intergenerational trauma with substance use disorder in Aboriginal peoples who live in Northeastern Ontario, Canada. <i>Harm Reduction Journal</i> . doi: 10.1186/s12954-015-0046-1 | <input type="checkbox"/>            |                         | 2015 |

**Typical Evaluation Methods and Weighting**

|               |     |                   |     |                   |     |            |      |
|---------------|-----|-------------------|-----|-------------------|-----|------------|------|
| Final exam:   | 25% | Reflection Paper: | 25% | Field experience: | %   | Portfolio: | %    |
| Midterm exam: | 25% | Project:          | %   | Case Review:      | 25% | Total:     | 100% |

**Typical Course Content and Topics**

1. Introduction to fields of mental health, substance use, concurrent disorders, and current services
2. Historical understanding of mental illness and substance use/addiction models
3. Drug classifications defining use, misuse, abuse, dependency, or addiction
4. Psychological, social, and economic impact of mental health and substance use and stigma on individual, family, society, and the connections between
5. Ethics, values, and the law (Mental Health Act)
6. Bio-psychosocial and spiritual framework and assessment, defining concurrent, co-morbidity, and dual diagnosis
7. Introduction to DSM V, mental status exam, other standardized assessment tools, and demographics
8. Theories, models, evidence-based approaches, and self-help
9. Harm reduction policy, motivational interviewing, and brief therapies
10. Culturally and ethnically competent and appropriate services
11. Intervening and supporting individuals with severe mental illness and their families
12. Gambling and other behavioural addictions
13. Integration of theory and practice

**[SOWK 297]**
**University of the Fraser Valley Transfer Credit Request Form**

## Transfer Credit Request Form

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

| <u>Institution code</u> | <u>Full Institution name</u>                     | <u>Transfer credit exists</u> | <u>Request transfer credit</u>      |
|-------------------------|--------------------------------------------------|-------------------------------|-------------------------------------|
| AI                      | Art Institute of Vancouver                       | <input type="checkbox"/>      | <input type="checkbox"/>            |
| ALEX                    | Alexander College                                | <input type="checkbox"/>      | <input type="checkbox"/>            |
| ASM                     | Acsenda School of Management                     | <input type="checkbox"/>      | <input type="checkbox"/>            |
| AU                      | Athabasca University                             | <input type="checkbox"/>      | <input type="checkbox"/>            |
| CAMO                    | Camosun College                                  | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| CAPU                    | Capilano University                              | <input type="checkbox"/>      | <input type="checkbox"/>            |
| CNC                     | College of New Caledonia                         | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| COTR                    | College of the Rockies                           | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| COLU                    | Columbia College                                 | <input type="checkbox"/>      | <input type="checkbox"/>            |
| COQU                    | Coquitlam College                                | <input type="checkbox"/>      | <input type="checkbox"/>            |
| DOUG                    | Douglas College                                  | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| EC                      | Emily Carr University of Art & Design            | <input type="checkbox"/>      | <input type="checkbox"/>            |
| FDU                     | Fairleigh Dickinson University                   | <input type="checkbox"/>      | <input type="checkbox"/>            |
| JIBC                    | Justice Institute of BC                          | <input type="checkbox"/>      | <input type="checkbox"/>            |
| KWAN                    | Kwantlen Polytechnic University                  | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| NVIT                    | Nicola Valley Institute of Technology            | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| NIC                     | North Island College                             | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| NLC                     | Northern Lights College                          | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| NWCC                    | Northwest Community College                      | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| OC                      | Okanagan College                                 | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| SELK                    | Selkirk College                                  | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| SFU                     | Simon Fraser University                          | <input type="checkbox"/>      | <input type="checkbox"/>            |
| TRU                     | Thompson Rivers University                       | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| TRU-OL                  | Thompson Rivers University, Open Learning        | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| TWU                     | Trinity Western University                       | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| UBC                     | University of British Columbia- Vancouver Campus | <input type="checkbox"/>      | <input type="checkbox"/>            |
| UBCO                    | University of British Columbia- Okanagan Campus  | <input type="checkbox"/>      | <input type="checkbox"/>            |
| UCW                     | University Canada West                           | <input type="checkbox"/>      | <input type="checkbox"/>            |
| UNBC                    | University of Northern BC                        | <input type="checkbox"/>      | <input type="checkbox"/>            |
| UVIC                    | University of Victoria                           | <input type="checkbox"/>      | <input type="checkbox"/>            |
| VCC                     | Vancouver Community College                      | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| VIU                     | Vancouver Island University                      | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |
| YUKO                    | Yukon College                                    | <input type="checkbox"/>      | <input checked="" type="checkbox"/> |

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

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

**Memo for Course Changes**

To: Dr. Eric Spalding, Chair, Undergraduate Education Committee

From: Curtis Magnuson, Human Services Chair, School of Social Work and Human Services

Date: May 23, 2018

**Subject: Proposal for revision of: HSER 250 – discontinuation**

Summary of changes (select all that apply):

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

1. Rationale for change:

HSER 250 was added to the curriculum in 2006 to serve as a capstone that Social Services diploma students would take in their final semester of studies, after all other requirements, including their two practicum placements, were completed. The reality of HSER 250 is that feedback received from students and instructors over several years is that HSER 250 served as a review of what students had already studied throughout the Social Services diploma program.

Given its placement in the winter semester of the second year, most diploma students were required to take HSER 250 after having completed their second practicum in the fall and all other graduation requirements, rendering them unemployable for an additional semester before graduating in the spring.

HSER 250 replaced HSER 150, *Approaches to Helping: A Theoretical Overview*, in 2006 for reasons that are unclear. Theories of practice are now taught throughout the program, beginning in HSER 120, HSER 200, HSER 130, HSER 230, SOWK 225, SOWK 283, among others.

The School held a day-long planning session with practicum agency supervisors on gaps in the curriculum, out of which substance use and mental health were identified as priorities. The School also conducted a survey with current diploma students seeking their input on the curriculum. In response to community and student feedback received, the Human Services Committee determined

that a required course would be developed to address these concerns, necessitating a program change to the Social Services diploma program.

Based on feedback received from students and instructor experiences of teaching HSER 250, it was determined that the curriculum of HSER 250 was redundant and that the identified gap in our curriculum in the areas of mental health and substance use would replace it

In 2017, the School of Social Work and Human Services sought and received permission from the Dean of Professional Studies and the University Registrar not to offer HSER 250 during 2017-18 and to replace it with an elective course chosen in consultation with the School's Academic Advisor on the condition that the School develop a new course (SOWK 297) to replace HSER 250.

Replacing HSER 250 with SOWK 297 will provide students enrolled in the Social Services diploma program with the introductory knowledge and skills to work with individuals facing barriers that involve mental health issues, substance use issues, or co-morbid issues. The course was developed in response to community and student feedback received in recent years on identified gaps in our curriculum. Many other Social Services diploma programs in BC have a course or courses on mental health and substance use whereas no other Social Services diploma program offers a capstone equivalent to HSER 250.

2. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):  
No changes.
3. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?  
Not required by any other program.
4. Which program areas have been consulted about the change(s)?  
Not applicable.
5. What consideration has been given to indigenizing the curriculum?  
Not applicable.
6. If this course is not eligible for PLAR, explain why:  
Not applicable.
7. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:  
Not applicable.
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)

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

Not applicable.

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

Not applicable.

**Memo for Program Changes**

To: Dr. Eric Spalding, Chair, Undergraduate Education Committee

From: Curtis Magnuson, Human Services Chair, School of Social Work and Human Services

Date: May 23, 2018

**Subject: Program change (Social Services Diploma including First Nations option– replacing HSER 250 with SOWK 297)**

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 School held a day-long planning session with practicum agency supervisors on gaps in the curriculum, out of which substance use and mental health were identified as priorities. The School also conducted a survey with current diploma students seeking their input on the curriculum. In response to community and student feedback received, the Human Services Committee determined that a required course would be developed to address these concerns, necessitating a program change to the Social Services diploma program.

Based on feedback received from students and instructor experiences of teaching HSER 250, it was determined that the curriculum of HSER 250 was redundant and that the identified gap in our curriculum in the areas of mental health and substance use would replace it.

In 2017, the School of Social Work and Human Services sought and received permission from the Dean of Professional Studies and the University Registrar not to offer HSER 250 during 2017-18 and to replace it with an elective course chosen in consultation with the School's Academic Advisor on the condition that the School develop a new course (SOWK 297) to replace HSER 250.

HSER 250 was added to the curriculum in 2006 to serve as a capstone that students would take in their final semester of studies, after all other requirements, including their two practicum placements, were completed. The reality of HSER 250 is that feedback received from students and instructors over several years is that HSER 250 served as a review of what students had already studied throughout the Social Services diploma. No other Social Services diploma program in BC offers a course like HSER 250.

In addition, given its placement in the winter semester of the second year, most diploma students were required to take it after having completed their second practicum in the fall and all other graduation requirements, rendering them unemployable for an additional semester before graduating in the spring.

HSER 250 replaced HSER 150, *Approaches to Helping: A Theoretical Overview*, in 2006 for reasons that are unknown. Theories of practice are now taught throughout the program, beginning in HSER 120, HSER 200, HSER 130, HSER 230, SOWK 225, SOWK 283, among others.

Replacing HSER 250 with SOWK 297 will provide students enrolled in the Social Services diploma program with the knowledge and skills to work with individuals facing barriers that involve mental health issues, substance use issues, or co-morbid issues. The course was developed in response to community and student feedback received in recent years on identified gaps in our curriculum. Many other Social Services diploma programs in BC have a course or courses on mental health and substance use.

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?

The course curriculum includes exploring both specific Indigenous methods of understanding and addressing mental health, substance use, and co-morbidity in addition to a critical exploration of current perspectives through an Indigenous lens.

5. Will additional resources be required? If so, how will these costs be covered? No additional resources will be required.
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? There will be no impact on students.
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? No.
8. Identify any available resources that will be used to accommodate the program changes. (e.g., seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)

SOWK 297 will merely replace HSER 250 as a requirement in the Social Services diploma program.

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. No.
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

## ACADEMIC CALENDAR CHANGES

### Social Services diploma

#### Semester V

| Course              | Title                                                         | Credits      |
|---------------------|---------------------------------------------------------------|--------------|
| CMNS 251            | Professional Report Writing                                   | 3            |
| <del>HSER 250</del> | <del>Integration of Social Services Theory and Practice</del> | <del>3</del> |
| <del>SOWK 297</del> | <del>Introduction to Mental Health and Substance Use</del>    | <del>3</del> |
| SOWK 210            | Introduction to Social Welfare                                | 3            |
| Elective            |                                                               | 3            |
| Elective            |                                                               | 3            |
| Total               |                                                               | 15           |

Program Total 62

**Note on electives:** Students will take one philosophy course and four additional electives in the Social Services diploma program. The electives are divided into three categories: (1) Philosophy requirement; (2) Group A: data manipulation requirement; and (3) Group B: other electives.

### Social Services diploma - First Nations option

[https://www.ufv.ca/calendar/current/ProgramsR-Z/SWHS\\_SS\\_DIP\\_FN.htm](https://www.ufv.ca/calendar/current/ProgramsR-Z/SWHS_SS_DIP_FN.htm)

#### Program requirements

Please refer to the [Social Services diploma](#) for all program requirements.

#### Program outline

##### Semester VII

| Course              | Title                                                         | Credits      |
|---------------------|---------------------------------------------------------------|--------------|
| FNST 202            | Stó:lō Social Structure                                       | 3            |
| <del>HSER 250</del> | <del>Integration of Social Services Theory and Practice</del> | <del>3</del> |
| <del>SOWK 297</del> | <del>Introduction to Mental Health and Substance Use</del>    | <del>3</del> |
| CMNS 251            | Professional Report Writing                                   | 3            |
| Total               |                                                               | 9            |
| Program Total       |                                                               | 62           |



Office of Dean, Tracy Ryder Glass  
Faculty of Professional Studies  
Phone: 604-851-6341  
Email: tracy.ryderglass@ufv.ca

## **Memo**

**To:** Senate Budget Committee

**From:** Tracy Ryder Glass, Dean – Faculty of Professional Studies

**Re:** Proposed changes to the Social Services Diploma (including First Nations Option)

**Date:** May 1, 2018

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The School of Social Work & Human Resources proposes the removal of course HSER 250 and replacing it with SOWK 297.

There are no budgetary implications for this proposed revision within the School of Social Work & Human Services, and the Faculty of Professional Studies budgets.

A handwritten signature in black ink, appearing to be "T. Ryder Glass".

**Memo for New Course**

To: CACC, CAC, UEC

From: Wayne I. Henry, Department Head, philosophy

Date: May 15, 2018

**Subject: Proposal for new course: PHIL495: Honours Tutorial**

1. Rationale for new course: Required addition to the curriculum for the proposed new Honours option.
2. How this new course fits into program(s): It is required for the new Honours program. As such, it will be a required course for students wanting that option, but only for these students.
3. Explain how the course learning outcomes align with the learning outcomes of the program(s): It is intended to enhance and intensify the research and critical skills that are central to our program generally, and do so in a way that will prepare students in the Honours program to apply successfully and competitively to graduate programs (i.e., so as to be eligible for funding).
4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? No.
5. Which program areas have been consulted about the course? All areas within the College of Arts. The new program has already received approval from CAC and in principle approval CACC (pending submission of this course as the final step).
6. If a new discipline designation is required, explain why: N/A
7. What consideration has been given to indigenizing the curriculum? This course, as part of the Honours program, is to be run as a Self-Directed Study course that allows the individual student wanting the Honours option to pursue their own project. As such, there are certainly no obstacles to a student deciding to pursue research in some area of direct, or indirect, relation to indigenous content or concerns. As a shell course, though, it has no specific content.
8. If this course is not eligible for PLAR, explain why: The course is not eligible for PLAR because it is a capstone, or exit, requirement of the new Honours option in philosophy.
9. Explain how each of the following will affect the budget for your area or any other area: The course will be run as a directed studies. Faculty in the Philosophy Department have been consulted and agreed that the number of Honours students expected could be accommodated within existing faculty workloads.
  - a. Credit value: 3
  - b. Class size limit: 4
  - c. Frequency of offering: on 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? No.
11. Estimate of the typical costs for this course, including textbooks and other materials: Standard tuition fee as per any standard DIS course.

| <b>New Course PHIL 495</b>                                                                                                                                                                                  |                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>UEC Screening Comments</b>                                                                                                                                                                               |                                                                                                                                                                                           |
| Calendar description: suggest removing the word count for the essay, as details of assignments are not generally included in course descriptions. This would be most appropriate in the evaluation section. | The word count has been removed from the calendar description and added to the evaluation section.                                                                                        |
| The title "Honours Tutorial" is unusual at UFV. Would either "Honours Seminar" or "Honours Thesis" be appropriate?                                                                                          | The Program Working Group would prefer the course title to remain as "Honours Tutorial".                                                                                                  |
| Maximum enrolment has recently been added back to the official course outline (for information only). Can you confirm what the max enrolment will be for this course?                                       | The maximum enrollment is 1. This has been added to the course outline.                                                                                                                   |
| Suggest adding permission of the department or instructor to the prerequisites.                                                                                                                             | The Program Working Group would prefer to keep the prerequisite wording as is given that students can only enrol in PHIL 495 if they have already been accepted into the Honours program. |
| Special topics section: "no" should be checked rather than "yes".                                                                                                                                           | This change has been made.                                                                                                                                                                |
| Frequency of course offerings: UEC generally suggests that something other than "by student demand" be included here. Suggest "annually as needed" or similar.                                              | Wording has been changed to "As required by student admission into the program".                                                                                                          |
| A better rationale is required for not awarding PLAR.                                                                                                                                                       | Please see the course outline for revised wording.                                                                                                                                        |



ORIGINAL COURSE IMPLEMENTATION DATE: January 2019  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2024  
 Course outline form version: 10/27/2017

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                 |  |                     |    |                             |  |                                                              |  |                              |  |                                               |    |                    |           |                                                                                                                      |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------|----|-----------------------------|--|--------------------------------------------------------------|--|------------------------------|--|-----------------------------------------------|----|--------------------|-----------|----------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PHIL 495                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                          |  |                     |    |                             |  |                                                              |  |                              |  |                                               |    |                    |           |                                                                                                                      |  |
| <b>Course Full Title:</b> Honours Tutorial<br><b>Course Short Title:</b><br><i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                 |  |                     |    |                             |  |                                                              |  |                              |  |                                               |    |                    |           |                                                                                                                      |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> Philosophy                                                                                                                                                                                                                                                                                     |  |                     |    |                             |  |                                                              |  |                              |  |                                               |    |                    |           |                                                                                                                      |  |
| <b>Calendar Description:</b><br>This course is an intensive independent study course for students pursuing the Honours option that will result in a substantial research essay.                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                 |  |                     |    |                             |  |                                                              |  |                              |  |                                               |    |                    |           |                                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | Acceptance into the Philosophy Honours program.                                                                                                                                                                                                                                                                                                 |  |                     |    |                             |  |                                                              |  |                              |  |                                               |    |                    |           |                                                                                                                      |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | None                                                                                                                                                                                                                                                                                                                                            |  |                     |    |                             |  |                                                              |  |                              |  |                                               |    |                    |           |                                                                                                                      |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | None                                                                                                                                                                                                                                                                                                                                            |  |                     |    |                             |  |                                                              |  |                              |  |                                               |    |                    |           |                                                                                                                      |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Dual-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                      |           | <b>Special Topics</b><br>This course is offered with different topics:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(Double-click on box to select it as checked.)</i>                                                                                                                                             |  |                     |    |                             |  |                                                              |  |                              |  |                                               |    |                    |           |                                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Independent Study</b><br>If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i><br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit                                                        |  |                     |    |                             |  |                                                              |  |                              |  |                                               |    |                    |           |                                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Transfer Credit</b><br>Transfer credit already exists: <i>(See <a href="#">bctransferguide.ca</a>.)</i><br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes<br>Submit outline for (re)articulation:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i> |  |                     |    |                             |  |                                                              |  |                              |  |                                               |    |                    |           |                                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar hours</td> <td></td> </tr> <tr> <td>Tutorials/workshops</td> <td>20</td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours: Consultation as required</td> <td>25</td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture/seminar hours                                                                                                                                                                                                                                                                                                                           |  | Tutorials/workshops | 20 | Supervised laboratory hours |  | Experiential (field experience, practicum, internship, etc.) |  | Supervised online activities |  | Other contact hours: Consultation as required | 25 | <b>Total hours</b> | <b>45</b> | <b>Grading System</b><br><input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit |  |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                 |  |                     |    |                             |  |                                                              |  |                              |  |                                               |    |                    |           |                                                                                                                      |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 20        |                                                                                                                                                                                                                                                                                                                                                 |  |                     |    |                             |  |                                                              |  |                              |  |                                               |    |                    |           |                                                                                                                      |  |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                 |  |                     |    |                             |  |                                                              |  |                              |  |                                               |    |                    |           |                                                                                                                      |  |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                 |  |                     |    |                             |  |                                                              |  |                              |  |                                               |    |                    |           |                                                                                                                      |  |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                 |  |                     |    |                             |  |                                                              |  |                              |  |                                               |    |                    |           |                                                                                                                      |  |
| Other contact hours: Consultation as required                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 25        |                                                                                                                                                                                                                                                                                                                                                 |  |                     |    |                             |  |                                                              |  |                              |  |                                               |    |                    |           |                                                                                                                      |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                 |  |                     |    |                             |  |                                                              |  |                              |  |                                               |    |                    |           |                                                                                                                      |  |
| Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Maximum enrolment (for information only):</b> 1<br><b>Expected Frequency of Course Offerings:</b><br>As required by student admission into the program.<br><i>(Every semester, Fall only, annually, every other Fall, etc.)</i>                                                                                                              |  |                     |    |                             |  |                                                              |  |                              |  |                                               |    |                    |           |                                                                                                                      |  |
| <b>Department / Program Head or Director:</b> Wayne I. Henry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> April 2018                                                                                                                                                                                                                                                                                                                |  |                     |    |                             |  |                                                              |  |                              |  |                                               |    |                    |           |                                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b> May 2018                                                                                                                                                                                                                                                                                                                  |  |                     |    |                             |  |                                                              |  |                              |  |                                               |    |                    |           |                                                                                                                      |  |
| <b>Dean/Associate VP:</b> Dr. Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date approved:</b> May 2018                                                                                                                                                                                                                                                                                                                  |  |                     |    |                             |  |                                                              |  |                              |  |                                               |    |                    |           |                                                                                                                      |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of posting:</b> September 14, 2018                                                                                                                                                                                                                                                                                                      |  |                     |    |                             |  |                                                              |  |                              |  |                                               |    |                    |           |                                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> September 28, 2018                                                                                                                                                                                                                                                                                                      |  |                     |    |                             |  |                                                              |  |                              |  |                                               |    |                    |           |                                                                                                                      |  |

**Learning Outcomes:**

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

1. Demonstrate initiative in planning and drafting an extended scholarly research essay.
2. Demonstrate advanced editorial skills in revising the essay or project.
3. Demonstrate facility in the discovery and effective use of relevant materials.
4. Advance a proposition or thesis, supporting claims with explicit reasoning.
5. Construct advanced interpretations of textual materials, adequately supported by textual evidence.
6. Situate arguments and interpretations of the broader philosophical context that surrounds the debate/issue.

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

☐ Yes ☒ No, PLAR cannot be awarded for this course because this course includes a project which must be completed by a student admitted to the Philosophy Honours program and under the direction of a faculty advisor.

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

A variety of methods will be used, but with an emphasis on tutorial sessions (as driven by student need) to provide the philosophical context to the subject and its sub-themes. There will also be an expectation for students to present seminar discussions on various sub-topics as research proceeds. Students will be expected to draw on a variety of readings to explore the topic and to introduce them to the diversity of philosophical interpretations of the subject.

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

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

| Author (surname, initials) | Title (article, book, journal, etc.)                                            | Current ed.              | Publisher | Year |
|----------------------------|---------------------------------------------------------------------------------|--------------------------|-----------|------|
| 1.                         | As an individually defined research course, no general texts can be identified. | <input type="checkbox"/> |           |      |
| 2.                         |                                                                                 | <input type="checkbox"/> |           |      |
| 3.                         |                                                                                 | <input type="checkbox"/> |           |      |
| 4.                         |                                                                                 | <input type="checkbox"/> |           |      |
| 5.                         |                                                                                 | <input type="checkbox"/> |           |      |

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

**Typical Evaluation Methods and Weighting**

|                |   |              |     |                   |   |                |      |
|----------------|---|--------------|-----|-------------------|---|----------------|------|
| Final exam:    | % | Assignments: | 90% | Field experience: | % | Portfolio:     | %    |
| Midterm exam:  | % | Project:     | %   | Practicum:        | % | Participation: | 10%  |
| Quizzes/tests: | % | Lab work:    | %   | Shop work:        | % | Total:         | 100% |

**Details (if necessary):** The grade will be based primarily on the final research essay expected to be in the range of 6,000 to 9,000 words. A participation grade will be assessed based on preparedness and engagement in tutorials and meetings with faculty.

**Typical Course Content and Topics**

Faculty will work with individual Honours students to determine the course content and arrive at a course of readings and research expectations addressing a particular subject.

# MEMO



**To:** UEC  
**From:** Wayne Henry, Program Working Group Chair  
**Cc:** Jacqueline Nolte, Dean of Arts; Alisa Webb, Associate Dean of Students; Bruce Kirkley, Program Development Coordinator  
**Date:** September 28, 2018  
**Re:** Philosophy Honours Degree

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On behalf of the Philosophy Honours degree Program Working Group, please accept the following attachments as part of the submission to UEC Screening for the September 2018 meeting:

- Program proposal
- Calendar copy
- Memo for PHIL 495
- PHIL 495 course outline
- UEC Screening comments and responses

**Note:** The program proposal and calendar copy are available in **S:\Groups\UEC\2018-09-28 Philosophy Honours**.

The Philosophy Honours was recommended by the College of Arts Council on April 18, 2018 to move forward in the approval process. The proposal was reviewed at UEC Screening on May 8, 2018; comments and responses are attached.

**"MOTION:** That the College of Arts Council approves Philosophy Honours as presented.  
**CARRIED"**

**Program Summary:**

The Philosophy Honours degree will provide the rigour to add a substantive credential to our regular Major program. This substantive credential, and the rigour in research and writing it will underscore, will serve students who apply to graduate school, but will also strengthen the worth of the BA as a terminal degree or as a credential for those planning to further their education in a professional program, or even a professional employee training program. The required course will support the intellectual and practical skill development that we would expect of all of our students but to an advanced level. Most importantly, the additional requirement will demand a degree of independent study that will reflect positively on those who successfully complete the program.

**Concept Paper:**

A concept paper is not required for a new Honours program in a field in which a major or degree is already approved.

**Memo for Course Changes**

To: Alisa Webb, Associate Dean, College of Arts

From: Karin Jager, Department Head Graphic and Digital Design

Date: February 26, 2018

**Subject: Proposal for revision of GD202 Interactive Design I**

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 changes reflect a need for more depth, clarity and focus. Based on recent surveys from industry and alumni, gaps were identified in our UX/UI delivery. The revised learning outcomes address UX mobile app experiences, designing for mobile first environments, usability research (user tasks, user journey, personas, motivation), creation of flow charts, wireframes and visual design mockups, visual design skills, production skills, and asset management. While the previous learning outcomes were written to adapt to change, they did not address essential UX/UI competencies nor did they mention best practices, leadership, presentation, and team building – skill sets innate to real-world industry situations and attained in the course. The revised learning outcomes articulate a comprehensive learning experience, and relevant and progressive preparation for the field of interactive design.

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

The changes align with the following diploma program learning outcomes in addressing current industry expectations:

- Understand and utilize processes, tools and technology used in graphic design practice;
- Develop strategies for planning, producing, and disseminating visual communications;

- Produce communication/graphic design, information design, brand identity, interactive design, illustration, and motion graphics projects
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
  5. Which program areas have been consulted about the change(s)? BFA GDD Major, Program working group; GDD Program review working group.
  6. What consideration has been given to indigenizing the curriculum? The course considers Indigenous audiences and enables the opportunity for producing interactive design projects with an Indigenous focus.
  7. If this course is not eligible for PLAR, explain why:
  8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: 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? Project based field trips with site visits for information gathering as needed. Costs will likely be limited to local transportation.
  10. Estimate of the typical costs for this course, including textbooks and other materials: \$100



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2012  
**REVISED COURSE IMPLEMENTATION DATE:** January 2019  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2024  
**Course outline form version:** 10/27/2017

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|-----------------------------|----|--------------------------------------------------------------|--|------------------------------|---|----------------------|--|--------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GD 202                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Course Full Title:</b> Interactive Design I<br><b>Course Short Title:</b><br><i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> Graphic and Digital Design                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Calendar Description:</b><br>Introduction to interactive mediums and the fundamentals of the interactive experience. With a focus on information architecture, interface design, and usability, students will explore digital screens for websites, mobile applications, and data-driven information systems.                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | GD 157.                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Dual-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                                                                                                       |           | <b>Special Topics</b><br>This course is offered with different topics:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(Double-click on box to select it as checked.)</i><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>(The specific topic will be recorded when offered.)</i> |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar hours</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Supervised laboratory hours</td> <td style="text-align: center;">15</td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td style="text-align: center;">5</td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                          | 30 | Tutorials/workshops | 10 | Supervised laboratory hours | 15 | Experiential (field experience, practicum, internship, etc.) |  | Supervised online activities | 5 | Other contact hours: |  | <b>Total hours</b> | <b>60</b> | <b>Transfer Credit</b><br>Transfer credit already exists: (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )<br><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes<br>Submit revised outline for rearticulation:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i> |  |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Grading System</b><br><input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Expected Frequency of Course Offerings:</b><br>Annually<br><i>(Every semester, Fall only, annually, every other Fall, etc.)</i>                                                                                                                                                                                                                                                                                                             |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Department / Program Head or Director:</b> Karin Jager                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> February 2018                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date approved:</b> March 2018                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b> March 2018                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> September 28, 2018                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |

GD202

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 3

## Learning Outcomes:

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

- Recognize effective user interfaces for web sites, mobile applications, and data driven information systems.
- Define User Centered Design (UCD) principles through the creation of user tasks, user journey, personas and motivations
- Organize a body of information based on User Experience (UX), User Interface (UI) design, and Information Architecture (IA).
- Identify the principles of usability and human factors in interactive applications based on user research, mental models, and usability testing.
- Create flow charts, wireframes, and visual design mockups using low, mid and high-fidelity prototyping tools
- Prepare layout design, presentation graphics, style guides and integrate web typography for responsive interactive screens.
- Analyze visual media within a critical, contextual framework
- Create application icons, export images for the web and source / use images ethically
- Apply best practices using current industry standards and strategies
- Present, communicate and support design solutions that address human interaction goals
- Design layouts using mobile first methodology in interactive applications using a grid system
- Build teamwork and leadership skills through cross-collaboration in project work

## 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, demonstrations, in-class discussion, in-class analysis of interface design, self-directed content development, out-of-class design development, online research, digital presentations.

**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. Krug, Steve                                       | Don't Make Me Think Revisited: A Common Sense Approach to Web and Mobile Usability | <input checked="" type="checkbox"/> | New Riders                  | 2014 |
| 2.                                                   | Subscription to Lynda.com                                                          | <input type="checkbox"/>            |                             |      |
| 3. Association of Registered Graphic Designers (RGD) | Access Ability: A Practical Handbook on Web Design                                 | <input type="checkbox"/>            | RGD & Government of Ontario | 2015 |
| 4. Norman, Don                                       | The Design of Everyday Things                                                      | <input type="checkbox"/>            | Basic Books                 | 2013 |
| 5. Cooper, Alan                                      | About Face: The Essentials of Interaction Design                                   | <input type="checkbox"/>            | John Wiley and Sons         | 2014 |

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

Apple computer, flash drive, Adobe CC current edition

## Typical Evaluation Methods and Weighting

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

## Details (if necessary):

## Typical Course Content and Topics

### Week 1

- Course Objectives and Introduction
- Good vs. Bad User Interface Design
- User Design Basics: Interacting with Users, Behaviors & Action, Simplicity, Learnability
- Visual Design Basics: Web Typography, Hierarchy, Composition, Color Palette, Form

Exercise 1: Website User Interface Design Research

### Week 2

- Creating User Persona
- Evaluate qualitative versus quantitative methods of gathering user persona. Different methods of measuring data and how to use this research to your advantage. Assimilate target market and niches for your digital target audience.
- Making Effective Surveys for your Target Market
- Research methods in creating a survey for your user persona. What makes a survey effective?

Project 1: User Persona Research Assigned

Exercise 1: Website User Interface Design Research Due

**Week 3**

- Planning Site Maps & Flow Charts
- Learn about the implementation of information architecture and the planning process of data for an interactive site. Explore different methods on how to organize navigation, and layout of a site using sitemaps, flow charts, and sketches.

Project 2: Flow Chart & Layout Sketches  
User Goals in Interface Design

**Weeks 4 and 5**

- Exploring Layout Grids
- Introduction to Prototyping & Wireframing Process using Adobe XD / Sketch & Invision
- Tools: Layouts, mockups, symbols, groups, images, icons

Project 3: Website Wireframe Assigned  
Project 1: User Persona Research Due

**Week 6**

- User Testing on Multiple Screens
- Conduct user testing methods on the wireframe process for good interactivity.

Project 2 due.

**Week 7**

- Visual Design for Web Applications
- Learn how to create a style tile. Explore color theory, visual design, composition, for web applications.
- Digital Typography: Explore font pairings for the web in google fonts, legibility on screens, typography rules for web applications

Project 3: Website Wireframe & Prototyping Due

**Weeks 8 and 9**

- Using Adobe for Web Design
- Tools & Skills: guides, grids, shape masks, layer groups, buttons, textures
- Defining layout sizes for the interactive platform. Exploring image optimization for the web. Planning web design in Photoshop, Illustrator & XD.

Project 4: Custom Website Design Assigned

**Week 10 and 11**

- Designing Icons and Graphics for Apps
- Tools: Layout design, configuration, planning process, app ideas, app icons
- Understanding different UI interfaces for iPhone versus a tablet. Examine graphics for the mobile app.

Project 4: Custom Website Design Due

Project 5: Final Project - Mobile App (Group Project)

**Week 12**

- Lab time

**Week 13**

- Lab time
- Group presentations.
- Last day of class.

Project 5: Final Project Due

**Memo for Course Changes**

To: CACC, Alisa Webb, Chair

From: Karin Jager, Department Head, Graphic and Digital Design

Date: February 26, 2018

**Subject: Proposal for revision of GD358 Interactive Design for Portfolio**

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 changes provide clarity in meeting the systems level design and professional development competencies for capstone requirements. The learning outcomes are not substantially different however there are more, emphasizing criticality (pros and cons of various platforms and skills), self reflection (meeting portfolio level standards) and branded experiences (brand narratives).

The course aligns with the following program learning outcomes :

- a. Create branded experiences and design systems that span all media
- b. Apply business practices, ethics, and self-promotional strategies for professional development
- c. Instill the value of design in a range of professional settings
- d. Analyze visual communication problems using critical thinking skills
- e. Develop strategies for planning, producing, and disseminating visual communications
- f. Utilize processes, tools and technology for graphic design practice

- 3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): See above.
- 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)? BFA/ Visual Arts

6. What consideration has been given to indigenizing the curriculum? The course considers Indigenous audiences and enables the opportunity for producing real world visual communication (digital and print) with an Indigenous focus.
7. If this course is not eligible for PLAR, explain why:
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: 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? Project based field trips with site visits for information gathering as needed. Costs will likely be limited to local transportation.
10. Estimate of the typical costs for this course, including textbooks and other materials: \$100



**ORIGINAL COURSE IMPLEMENTATION DATE:** May 2006  
**REVISED COURSE IMPLEMENTATION DATE:** January 2019  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2024  
**Course outline form version:** 10/27/2017

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|-----------------------------|----|--------------------------------------------------------------|--|------------------------------|--|----------------------|--|--------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> GD 358                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Course Full Title:</b> Interactive Design for Portfolio<br><b>Course Short Title:</b> Interactive Design: Portfolio<br><i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Department (or program if no department):</b> Graphic + Digital Design                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Calendar Description:</b><br>An introduction to current trends in web visual and experience design, front- and back-end development, and open-source content management systems (CMS) through the design and development of an online portfolio.                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | GD 204 or CIS 145.                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | None                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | None                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Dual-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                                                                      | <b>Special Topics</b><br>This course is offered with different topics:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(Double-click on box to select it as checked.)</i><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>(The specific topic will be recorded when offered.)</i> |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture/seminar hours</td><td style="text-align: center;">30</td></tr> <tr><td>Tutorials/workshops</td><td style="text-align: center;">15</td></tr> <tr><td>Supervised laboratory hours</td><td style="text-align: center;">15</td></tr> <tr><td>Experiential (field experience, practicum, internship, etc.)</td><td></td></tr> <tr><td>Supervised online activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total hours</b></td><td style="text-align: center;"><b>60</b></td></tr> </table> | Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                          | 30 | Tutorials/workshops | 15 | Supervised laboratory hours | 15 | Experiential (field experience, practicum, internship, etc.) |  | Supervised online activities |  | Other contact hours: |  | <b>Total hours</b> | <b>60</b> | <b>Transfer Credit</b><br>Transfer credit already exists: (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes<br>Submit revised outline for rearticulation:<br><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i> |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 30                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 15                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 15                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>60</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Grading System</b><br><input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Expected Frequency of Course Offerings:</b><br>Annually<br><i>(Every semester, Fall only, annually, every other Fall, etc.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Department / Program Head or Director:</b> Karin Jager                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Date approved:</b> February 2018                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Date approved:</b> March 2018                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Date approved:</b> March 2018                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Date of meeting:</b> September 28, 2018                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |

**GD 358**
**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:

- Create a portfolio website that focusses on personal strengths and accomplishments
- Design a digital experience that reflects a personal brand narrative
- Refine existing interactive design projects to a portfolio level standard
- Create visual and written content using industry best practices
- Install, customize, and deploy multiple open-source content management system (CMS)
- Assess a variety of content management systems (CMS) and describe the pros and cons of each.
- Integrate and research appropriate CMS plugins to increase website functionality
- Implement the different requirements for mobile platforms (smartphones/tablets)
- Customize a CMS child theme with basic concept in server-side scripting technology
- Integrate forms, video, Google maps, image carousel and other interactive documents
- Strategize the skill-sets needed to plan, design, and produce a variety of web sites
- Optimize the brand narrative experience in multi-screen platforms for effective visual communication

**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.*)

Lecturing, demonstrations, production workshops, self-directed content development, out-of-class production, on-line instruction, and digital presentations.

**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. Subscription to Lynda.com |                                                                         | <input type="checkbox"/> |           |      |
| 2.                           | <a href="https://wordpress.org/">https://wordpress.org/</a>             | <input type="checkbox"/> |           |      |
| 3.                           | <a href="https://www.squarespace.com/">https://www.squarespace.com/</a> | <input type="checkbox"/> |           |      |
| 4.                           | <a href="https://www.wix.com/">https://www.wix.com/</a>                 | <input type="checkbox"/> |           |      |

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

Apple computer, flash drive, Adobe CS - current edition

**Typical Evaluation Methods and Weighting**

|             |   |              |     |            |     |        |      |
|-------------|---|--------------|-----|------------|-----|--------|------|
| Final exam: | % | Assignments: | 60% | Portfolio: | 40% | Total: | 100% |
|-------------|---|--------------|-----|------------|-----|--------|------|

**Details (if necessary):** Some graphic and digital design program capstone requirements will be met with a successful industry and academic assessment of the online portfolio project.

**Typical Course Content and Topics**
**Weeks 1 to 2**

Current and emerging trends in both web and experience design

An analysis of digital portfolios. Defining your brand narrative and planning a portfolio site. Revisiting interactive design projects and discussing portfolio level standards.

Project 1: Project audit

**Weeks 3 to 5**

Evaluating various content management systems and uses. Install WordPress and review dashboard settings, edit/delete/add pages, menus, images and content.

Customizing WordPress using themes, widgets and plugins. Integrating contact forms, video, google maps. Review WordPress Codex.

Project 2: Building a WordPress Website

**Weeks 6 to 7**

Exploring additional CMS systems such as Adobe Portfolio, WIX, and Square Space. Assessing the pros and cons of different CMS system. Integrating interactive elements such as image gallery, videos, social media, forms in various CMS.

Exercises: Deploy web applications in Adobe Portfolio, WIX and Square Space.

**Weeks 8 to 13**

Building a portfolio website using a CMS system. Testing and debugging on multiple digital screens such as tablet/smart phones.

Integrating web typography standards in CMS.

Project 3: Portfolio Site

### Memo for New Course

To: CACC, Alisa Webb, Chair

From: Karin Jager, Department Head, Graphic and Digital Design

Date: February 26, 2018

**Subject: Proposal for new course GD254 Typography II**

1. Rationale for new course: This course builds typographic skills in both analog and digital media, supporting the entire GD curriculum and all fields of practice. As a core skill in graphic design practice, employers expect advanced knowledge and demonstrated proficiency.
2. How this new course fits into program(s): This creative practice course supports the proposed GDD Major curriculum in providing students with essential skill development for the application of typography in transmedia and multi-platform design solutions, and in attaining skill and systems level design competencies.

***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):

|                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Utilize processes, tools and technology for graphic design practice                                                                                          | <ul style="list-style-type: none"> <li>Produce advanced type composition, hierarchy, and complex text formatting</li> <li>Create illustrated lettering and customized typographic wordmarks</li> <li>Employ appropriate tools for both analog and digital typographic applications</li> </ul>                                                   |
| Demonstrate functional competence with principles of visual organization, visual language, typography and theory as applied to visual communication problems | <ul style="list-style-type: none"> <li>Apply typographic grids and hierarchies for user interfaces using adequate type pairings and online font resources</li> <li>Visually control text rendering such as leading, word and letter spacing, active white space on high screen resolutions with techniques available in HTML and CSS</li> </ul> |
| Analyze visual communication problems using critical thinking skills                                                                                         | <ul style="list-style-type: none"> <li>Design typographic solutions in response to a creative brief</li> </ul>                                                                                                                                                                                                                                  |
| Assess different technologies for specific design problem contexts using a human-centered approach                                                           | <ul style="list-style-type: none"> <li>Solve legibility issues that occur in interactive environments such as color, size and composition</li> <li>Assess and articulate the successful application of typography</li> <li></li> </ul>                                                                                                          |
| Create branded experiences and design systems that span all media                                                                                            | <ul style="list-style-type: none"> <li>Choose a typeface for a brand strategy</li> <li>Develop typographic systems to support brand touchpoints</li> </ul>                                                                                                                                                                                      |
| Develop responsive design solutions that address the impact on cultures, societies, environments, and economies                                              | <ul style="list-style-type: none"> <li>Employ best practices for accessibility that considers audiences, interaction, legibility, and readability</li> </ul>                                                                                                                                                                                    |

4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? Not at this time.
5. Which program areas have been consulted about the course? BFAPC, proposed GDD Major PWG
6. If a new discipline designation is required, explain why:
7. What consideration has been given to indigenizing the curriculum? The course considers indigenous audiences and enables the opportunity for producing real world visual communication (digital and print) with an indigenous focus.
8. If this course is not eligible for PLAR, explain why:
9. Explain how each of the following will affect the budget for your area or any other area:  
*The Dean of Arts has developed a five-year budget plan that shows the feasibility of creating the new major. This budget plan accounts for additional sections, faculty, technical and staff support. Graphic Design courses in the diploma and minor/extended minor have a differential tuition fee, which provides funds to support capital investment and sustainability of the program. The major will run a similar model.*
  - Credit value – 3
  - Class size limit – 24
  - Frequency of offering – *annually*
  - Resources required (labs, equipment) – Networked lab with AV. Students must have access to an iMac or MacBook Pro, Adobe CC subscription, and a Lynda.com subscription. GD courses include a per credit surcharge. The department uses the surcharge to sustain the lab, equipment, and required technology access.
10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? Industry events. There is no anticipated cost.
11. Estimate of the typical costs for this course, including textbooks and other materials: \$50



ORIGINAL COURSE IMPLEMENTATION DATE: January 2019  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2024  
 Course outline form version: 10/27/2017

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |    |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|--|-----------------------------|----|--------------------------------------------------------------|--|------------------------------|----|----------------------|--|--------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GD 254                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                         |    |                     |  |                             |    |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Course Full Title:</b> Typography II<br><b>Course Short Title:</b><br><i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |    |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department (or program if no department):</b> Graphic + Digital Design                                                                                                                                                                                                                                                                                                                                                                      |    |                     |  |                             |    |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Calendar Description:</b><br>Develop advanced skills in typography for print and screen. Master typographic grids and hierarchies in static and dynamic formats, sequentially in print, and digital media; apply best practices in font selection for legibility; and integrate advanced typographic systems.                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |    |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | GD 154.                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |  |                             |    |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |    |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |    |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Dual-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                                                                          |           | <b>Special Topics</b><br>This course is offered with different topics:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(Double-click on box to select it as checked.)</i><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>(The specific topic will be recorded when offered.)</i> |    |                     |  |                             |    |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
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| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |    |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |    |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |    |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |    |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |    |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |    |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |    |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Grading System</b><br><input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit                                                                                                                                                                                                                                                                                                                           |    |                     |  |                             |    |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Expected Frequency of Course Offerings:</b><br>annually<br><i>(Every semester, Fall only, annually, every other Fall, etc.)</i>                                                                                                                                                                                                                                                                                                             |    |                     |  |                             |    |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Department / Program Head or Director:</b> Karin Jager                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> February 2018                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |  |                             |    |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> March 2018                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |  |                             |    |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b> March 2018                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |  |                             |    |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of posting:</b> June 2018                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |  |                             |    |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> September 28, 2018                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |  |                             |    |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |

**Learning Outcomes:**

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

- Design typographic solutions in response to a creative brief
- Produce advanced type composition, hierarchy, and complex text formatting
- Choose a typeface for a brand strategy
- Develop typographic systems to support brand touchpoints
- Employ best practices for accessibility that considers audiences, interaction, legibility, and readability
- Create illustrated lettering and customized typographic wordmarks
- Employ appropriate tools for both analog and digital typographic applications
- Visually control text rendering such as leading, word and letter spacing, active white space on high screen resolutions with techniques available in HTML and CSS
- Apply typographic grids and hierarchies for user interfaces using adequate type pairings and online font resources
- Solve legibility issues that occur in interactive environments such as color, size and composition
- Create digital work of typographical worth with a focus on native contents for iPad/tablet devices and mobile phones
- Calculate typographic proportion needed in body, headers, and measure margins, floats and media queries in mobile-first Responsive Web Design (RWD)
- Use best practices in the application of typography
- Assess and articulate the successful application of typography

**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, demonstrations, visual research, iteration, experiential learning, sprints, critiques, presentations.

**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. Pamental, Jason                                   | Responsive Typography: Using Type Well on the Web                                  | <input checked="" type="checkbox"/> | O'Reilly                    | 2014 |
| 2. Truong, Donny                                     | Professional Web Typography                                                        | <input checked="" type="checkbox"/> | E-Book                      | 2016 |
| 3. Lupton, Ellen                                     | Thinking with Type: A Critical Guide for Designers, Writers, Editors, and Students | <input checked="" type="checkbox"/> | Princeton                   | 2014 |
| 4. Bringhurst, Robert                                | The Elements of Typographic Style: Version 4.0                                     | <input checked="" type="checkbox"/> | Hartley & Marks             | 2013 |
| 5. Association of Registered Graphic Designers (RGD) | Access Ability: A Practical Handbook on Web Design                                 | <input checked="" type="checkbox"/> | RGD & Government of Ontario | 2015 |

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

Internet connection, MAMP, Google fonts, subscription to Adobe CC, Lynda.com, and access to an Apple computer.

**Typical Evaluation Methods and Weighting**

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

**Details (if necessary):**

**Typical Course Content and Topics**

**Weeks 1, 2, and 3**

Expressive Typography – print and digital, exploring interfaces, accessibility, and complexity. Project 1 assigned, due week 4

**Weeks 4 and 5**

Illustrated Lettering. Working with letterforms, craft, and motion. Developing a wordmark. Project 1 due, Project 2 assigned, due week 6

**Week 6**

Typography as a catalyst for cultural connection, persuasion and engagement. Exploring type only design systems and designed experiences. Considering typography as essential to a brand strategy. Audience, interaction and brand touch points. Project 3 Assigned, due week 11

**Week 7**

Transmedia applications, from large scale displays and retail environments to packaging, posters, web, and digital publications. Working with complexity and creating graphic standards for a typographic design system. Choosing typefaces that become the voice for

a brand strategy. Creating a style guide for print applications and web type. Print vs. web type, where they overlap, and where they don't.

**Week 8**

It's in the details. Typographic best practices. Strategies for large amounts of content, information hierarchy, big and small sizes, and best practices for digital and print. Typographic terms, print vs. web. History of digital typography and the evolution of type on web. Viewing typography on the browser. Introduction to font-face and viewing on various browsers (Google, Safari, Opera, Chrome, Internet Explorer). Evaluating font face servers such as Google fonts and Type Kit. Research type trends and notable web typographers.

**Week 9**

Type Pairings for UI vs. print. Developing style guidelines for digital and analog. Accessibility, legibility and readability. Determine contrast, even spacing, x-height, styles, weights, and context in digital typography. Disseminate serif and sans-serif fonts on digital screen. Discuss screen typography rules and how to create optimal pairings for legibility and visual hierarchy.

**Week 10: Styling Digital Typography**

Setting up HTML markup page with viewport. Customizing web typography styles such as weight, margin, padding, alignment, line-height, and spacing with CSS. Comfortable measure in legibility, styling with color and contrast.

**Week 11: Calculating for Fluid RWD**

Converting from pixel to em for responsive mobile first design. Examine how to calculate different scales in different screens and legibility issues that occur. Code media screens based on screen conversion rates and optimal typography scale for headers, sub headers and paragraph text.

Project 4 Assigned: Typography in Responsive Web Design due week 13.

**Week 12: Animating Type in JavaScript**

Bring typography to life by adding movement in type with CSS and JavaScript. Create keyframes in CSS using HTML elements. Explore effects such as fade in, ease in, slide, and expand open.

**Week 13: Typography Resources**

Discuss web typography resources for designing for screens and keeping current with methodology.  
Final test.

**Memo for New Course**

To: CACC, Alisa Webb, Associate Dean, College of Arts

From: Graphic + Digital Design BFA Major Working Group

Date: February 26, 2018

**Subject: Proposal for new course: GD 302 Interactive Design III – Applied Web**

1. Rationale for new course: This course builds practical skill sets in creating a customized WordPress site as part of a brand strategy for a business or organization. WordPress is an industry standard content management system (CMS) used by graphic designers for small businesses and organizations.
2. How this new course fits into program(s): This course expands on the interactive design foundation attained in GD202 Interactive Design I (UX/UI) and in GD204 Interactive Design II (or CIS145) HTML and CSS, and is part of the creative practice dimension in the proposed GDD Major. GD302 focuses on applied web projects using the content management system (CMS) WordPress for multiple digital screens. Students will work with creative briefs in developing a brand narrative for web, gain advanced skills in building and customizing websites, a deeper understanding of HTML, CSS and JavaScript within a CMS framework, server-side technology, and project collaboration using version control. The course will be delivered using typical studio practices where students will collaborate in teams and work on the brief to develop communication, time management, and presentation skills.
3. Explain how the course learning outcomes align with the learning outcomes of the program(s).  
This new course aligns with the following GDD learning outcomes:

|                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Utilize processes, tools and technology for graphic design practice                                                                      | <ul style="list-style-type: none"> <li>• Customize the visual design of existing Content Management (WordPress) themes to support client brand narrative</li> <li>• Combine different digital mediums into responsive web application including animation, image carousel, video, and social media feeds for online audience engagement</li> <li>• Build advanced responsive design applications by converting responsive HTML, CSS, JavaScript website into manageable Content Management System (CMS) into a custom theme using server-side scripting technology.</li> <li>• Define the role of server-side scripting and databases in back-end development</li> <li>• Set up e-commerce sites in WordPress with features such as shopping carts, shipping options to sell products online to a profitable market</li> <li>• Develop a mobile first web project in a team environment using best industry practices of version control</li> </ul> |
| Produce communication/graphic design, information design, brand identity, interactive design, illustration, and motion graphics projects | <ul style="list-style-type: none"> <li>• Create a WordPress site that focusses on a brand narrative</li> <li>• Plan, construct and launch client projects utilizing best digital brand narrative techniques across multiple screen platforms</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

|                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Develop strategies for planning, producing, and disseminating visual communications                | <ul style="list-style-type: none"> <li>Examine hosting structures and databases in CMS by customizing cPanel and localhost settings in PHPmyAdmin and MySQL.</li> <li>Measure web page Search Engine Optimization (SEO) and web analytics by index, return and rank using appropriate keywords search techniques</li> <li>Track traffic success rate and performance of responsive web applications and assess how to improve performance</li> </ul> |
| Assess different technologies for specific design problem contexts using a human-centered approach | <ul style="list-style-type: none"> <li>Utilize best practices to integrate plug-ins and widgets for efficient function of multi-screen web applications</li> </ul>                                                                                                                                                                                                                                                                                   |
| Create branded experiences and design systems that span all media                                  | <ul style="list-style-type: none"> <li>Design a digital experience that is part of an overall brand identity</li> <li>Customize the visual design of existing Content Management (WordPress) themes to support client brand narrative</li> </ul>                                                                                                                                                                                                     |
| Collaborate in interdisciplinary strategic processes for problem solving                           | <ul style="list-style-type: none"> <li>Establish client objectives, goals and constraints</li> <li>Create visual and written content to support the brand narrative</li> </ul>                                                                                                                                                                                                                                                                       |
| Incorporate research and findings into designing experiences                                       | <ul style="list-style-type: none"> <li>Plan, construct and launch client projects utilizing best digital brand narrative techniques across multiple screen platforms</li> </ul>                                                                                                                                                                                                                                                                      |
| Apply leadership, empathetic, interpersonal, and organizational skills                             | <ul style="list-style-type: none"> <li>Collaborate in a team environment in order to manage time, deliver milestones, and divide appropriate tasks</li> </ul>                                                                                                                                                                                                                                                                                        |
| Instill the value of design in a range of professional settings                                    | <ul style="list-style-type: none"> <li>Communicate research, design processes and reasoning behind the final design solution</li> </ul>                                                                                                                                                                                                                                                                                                              |

4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? Not at this time.
5. Which program areas have been consulted about the course? BFA Program Committee, Bachelor of Media Arts Program Committee, Academic Advising
6. If a new discipline designation is required, explain why: N/A
7. What consideration has been given to indigenizing the curriculum? The course considers Indigenous audiences and enables the opportunity for producing real world visual communication (digital and print) with an Indigenous focus.
8. If this course is not eligible for PLAR, explain why:
9. Explain how each of the following will affect the budget for your area or any other area:

*The Dean of Arts has developed a five-year budget plan that shows the feasibility of creating the new major. This budget plan accounts for additional sections, faculty, technical and staff support. Graphic Design courses in the diploma and minor/extended minor have a differential tuition fee, which*

*provides funds to support capital investment and sustainability of the program. The major will run a similar model.*

Credit value – 3

Class size limit – 24

Frequency of offering – *annually*

Resources required (labs, equipment) – Networked lab with AV. Students must have access to an iMac or MacBook Pro, Adobe CC subscription, and a Lynda.com subscription. GD courses include a per credit surcharge. The department uses the surcharge to sustain the lab, equipment, and required technology access.

10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? Project based field trips with site visits for information gathering as needed. Cost to the student will be minimal – likely local transportation.
11. Estimate of the typical costs for this course, including textbooks and other materials: \$ 800 (includes tuition fee, surcharge and lab fee).



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2019  
**REVISED COURSE IMPLEMENTATION DATE:**  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2024  
**Course outline form version:** 10/27/2017

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|-----------------------------|----|--------------------------------------------------------------|--|------------------------------|---|----------------------|--|--------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> GD 302                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Course Full Title:</b> Interactive Design III – Applied Web<br><b>Course Short Title:</b> Applied Web<br><i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Department (or program if no department):</b> Graphic + Digital Design                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Calendar Description:</b><br>With a focus on web design and digital brand narratives, learn how to develop strategies and apply technological knowledge to customize a WordPress (WP) theme and content management system (CMS) for users to navigate in a multi-screen ecosystem. Integrate targeted user interactivity and measure success rates.                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | GD 204 or CIS 145.                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Dual-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                                                                                                                   | <b>Special Topics</b><br>This course is offered with different topics:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(Double-click on box to select it as checked.)</i><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>(The specific topic will be recorded when offered.)</i> |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td>Lecture/seminar hours</td> <td style="text-align: right;">25</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: right;">15</td> </tr> <tr> <td>Supervised laboratory hours</td> <td style="text-align: right;">15</td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td style="text-align: right;">5</td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>60</b></td> </tr> </table> | Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                          | 25 | Tutorials/workshops | 15 | Supervised laboratory hours | 15 | Experiential (field experience, practicum, internship, etc.) |  | Supervised online activities | 5 | Other contact hours: |  | <b>Total hours</b> | <b>60</b> | <b>Transfer Credit</b><br>Transfer credit already exists: (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes<br>Submit revised outline for rearticulation:<br><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i> |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 25                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 15                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 15                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 5                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>60</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Grading System</b><br><input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Expected Frequency of Course Offerings:</b><br>annually<br><i>(Every semester, Fall only, annually, every other Fall, etc.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Department / Program Head or Director:</b> Karin Jager                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Date approved:</b> February 2018                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Date approved:</b> March 2018                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Date approved:</b> March 2018                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Date of posting:</b> June 2018                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Date of meeting:</b> September 28, 2018                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |

**Learning Outcomes:**

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

- Create a WordPress (WP) site focused on a brand narrative
- Customize the visual design of existing content management themes (WP)
- Utilize best practices to integrate plug-ins and widgets for multi-screen web applications
- Convert a responsive HTML, CSS, JavaScript website into a Content Management System (CMS) custom theme using server-side scripting technology
- Discuss user journey for e-commerce integration in WordPress and the main elements of a product listing page, product detail page, and checkout procedure
- Examine hosting structures and databases in CMS by customizing cPanel and localhost settings in PHPmyAdmin and MySQL
- Measure web page Search Engine Optimization (SEO) and web analytics using appropriate keywords search techniques
- Track traffic success rate and performance of responsive web applications and assess how to improve performance
- Apply best practices using current industry standards to develop mobile first web projects in a collective setting
- Collaborate in a team environment in order to manage time, deliver milestones, and divide appropriate tasks

**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.*)

Digital presentation, lectures, demonstrations, production workshops, self-directed content development, out-of-class production, on-line instruction, hands-on labs, guest lectures, may be offered in hybrid format.

**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 |
|------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------|-----------------------------|------|
| Williams, Brad                                       |                                                                                 |                                     |                             |      |
| 1. Damstra, David                                    | Professional WordPress: Design and Development                                  | <input checked="" type="checkbox"/> | John Wiley & Sons, Inc.     | 2015 |
| Stern, Hal                                           |                                                                                 |                                     |                             |      |
| 2. Casabona, Joe                                     | Building WordPress Themes from Scratch                                          | <input checked="" type="checkbox"/> | Rockable Press              | 2012 |
| 3. Jantsch, John                                     | SEO for Growth: The Ultimate Guide for Marketers, Web Designers & Entrepreneurs | <input checked="" type="checkbox"/> | Pixel e-Marketing           | 2016 |
| Singleton, Phil                                      | <a href="https://seoforgrowth.com">https://seoforgrowth.com</a>                 |                                     |                             |      |
| 4. Association of Registered Graphic Designers (RGD) | Access Ability: A Practical Handbook on Web Design                              | <input checked="" type="checkbox"/> | RGD & Government of Ontario | 2015 |
| 5.                                                   | <a href="https://wordpress.org">https://wordpress.org</a>                       | <input type="checkbox"/>            |                             |      |

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

Apple computer, Flash drive, Adobe CC current edition, Subscription to Lynda.com

**Typical Evaluation Methods and Weighting**

|                |   |              |     |                   |   |            |      |
|----------------|---|--------------|-----|-------------------|---|------------|------|
| Final exam:    | % | Assignments: | 20% | Field experience: | % | Portfolio: | %    |
| Midterm exam:  | % | Project:     | 60% | Practicum:        | % | Other:     | %    |
| Quizzes/tests: | % | Lab work:    | 20% | Shop work:        | % | Total:     | 100% |

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

Introduction to digital experiences for brand narratives, web applications, CMS, database and cPanel  
 The Brand Narrative: Working with a client brief, establish project goals and objectives and develop a brand narrative based on existing brand guidelines. Investigate multi-screen platforms and digital experience objectives.  
 Working with Web Applications: Learn how to install WP and other CMS using the cPanel. Login to the cPanel for website backend development, set up email notifications, and customize cPanel. Examine WP CMS file structure and how to add users to the database. Dissect database table system and review how configuration in CMS WP works. Set up a local WP install using MAMP. Review the pros and cons of setting up local versus an online install for CMS.

**Week 2: Managing WP Themes**

Install and edit themes in the WP file structure by adding, editing, and modifying content, images, navigation structure, links, and settings in the WP dashboard. As a group, modify different WP themes and build a mock website.

**Week 3: Plugins and Widgets**

Integrate JQuery platforms into WP. Review various platforms such as a video gallery, photo gallery, custom JS slideshow, social media, and contact forms. Customize widgets, news feeds, and blogs by using loops and simple PHP.  
Project 1 assigned: Build a website in WP.

**Week 4: Creating Custom Themes**

Working in WP, create a custom child theme and develop template pages. Examine the header, content, footer system in WP and learn how to modify the theme using custom HTML & CSS, and PHP.

**Week 5: Custom Themes Continued**

Expand functionality by using loops to make posts and pages. Learn how to paginate and include comments on pages, and develop global custom fields and custom post types that respond to the project goals and objectives.

**Week 6: Integrating E-Commerce within CMS**

Examine the integration of an e-commerce shopping cart within WP. Focus on user engagement and consider the entire step-by-step process. Match your design with your products, consider image quality, ease of use, and attention to detail. Set up posts and categories for different products. Investigate a variety of e-commerce platforms and analyze the pros and cons of each platform.

Project 2: Client Website Assigned

Project 1 due.

**Week 7: E-commerce Continued**

Create the ideal check-out process with clear communication. Develop ways to get accurate contact information and options for payment, shipping, and languages. Consider the overall experience and ensure there are ways for customers to follow-up, get support, and solicit reviews. Understand the value of the customer experience and how reviews can build confidence and grow your client's business. Protect customers by making the site secure with an SSL certificate. Integrate social media into the site as part of the overall digital experience and brand narrative.

**Week 8: Working in a Team Environment**

Develop best practices for working on a large scale website project within a team environment. Learn how to use GitHub as a project management tool, and version control procedures to keep the project on track.

Project 3: Final Group Project Assigned.

**Week 9: Launching to a Different URL**

Learn how to transfer your database and files to a different URL using plugins, and manual transfer. Implement best practices for launching a website in beta testing phase.

Project 2 due.

**Week 10: Search Engine Optimization (SEO)**

Understand the importance of SEO in the success of a website and for maximizing its potential. Find out how Google algorithms work in the ranking of websites through the integration of Google Analytics. Develop strategies to drive success that considers the website goals and objectives, and target audiences. Develop key word searches by creating meta data tags that are effective. Integrate different WordPress plugins to help with SEO ranking.

**Week 11: Security, Performance and Backing Up WP**

Discuss the importance of security in a website and what measures to take that enables secure and backed up websites. Learn how to track website performance and bounce rates, increase website speed with caching methods.

**Week 12: Group Collaboration**

Lab Day

**Week 13: Final class**

Final Project due.

Group presentations and class critiques.

### Memo for New Course

To: CACC, Alisa Webb, Chair

From: Karin Jager, Department Head, Graphic and Digital Design

Date: February 26, 2018

**Subject: Proposal for new course GD403 Dynamic Media III: Titling and Video**

1. Rationale for new course: Dynamic media skill sets are sought after in the creative industry and the proposed GDD Major is unique in providing a comprehensive approach to digital skill development. This course introduces advanced motion graphics and video for professional presentations (logo design pitches), brand narrative video for web and digital media applications, titling, storytelling, and dynamic portfolios.
2. How this new course fits into program(s): As part of the creative practice dimension in the proposed GDD Major, this course is part of the digital design curriculum and uses an integrated approach focussed on video and time-based media for graphic design practice. It meets the professional development and systems level design competencies in the Major, building on skills attained in GD202 Dynamic Media I: Motion Graphics and GD303 Dynamic Media II: Storytelling.
3. Explain how the course learning outcomes align with the learning outcomes of the program(s):

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

|                                                                                                                                          |                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Utilize processes, tools and technology for graphic design practice                                                                      | <ul style="list-style-type: none"> <li>• implement advanced skills in motion-based software and timing</li> <li>• apply image-making, typographic, and sound best practices</li> <li>• export video intros</li> </ul>                             |
| Produce communication/graphic design, information design, brand identity, interactive design, illustration, and motion graphics projects | <ul style="list-style-type: none"> <li>• produce a video animation of a logo</li> <li>• develop a brand identity pitch video</li> <li>• construct a title sequence</li> </ul>                                                                     |
| Assess different technologies for specific design problem contexts using a human-centered approach                                       | <ul style="list-style-type: none"> <li>• evaluate the effectiveness of dynamic storytelling</li> <li>• describe best practices for video sequence and variety shooting in video storytelling</li> </ul>                                           |
| Create branded experiences and design systems that span all media                                                                        | <ul style="list-style-type: none"> <li>• create visual voice in motion graphics</li> <li>• position the values and vision of an organization using video</li> </ul>                                                                               |
| Collaborate in interdisciplinary strategic processes for problem solving                                                                 | <ul style="list-style-type: none"> <li>• apply best practices using current industry standards and strategies</li> </ul>                                                                                                                          |
| Collaborate in interdisciplinary strategic processes for problem solving                                                                 | <i>Involves several stakeholders. Some projects will build on concepts, knowledge and work developed in other courses.</i>                                                                                                                        |
| Instill the value of design in a range of professional settings                                                                          | <ul style="list-style-type: none"> <li>• describe best practices for video sequence</li> <li>• position the values and vision of an organization using video</li> <li>• apply digital storytelling strategies in portfolio video reels</li> </ul> |

4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? Not at this time
5. Which program areas have been consulted about the course? BFAPC
6. If a new discipline designation is required, explain why: N/A
7. What consideration has been given to indigenizing the curriculum? The course considers indigenous audiences and enables the opportunity for producing real world visual communication (digital and print) with an indigenous focus.
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:

*The Dean of Arts has developed a five-year budget plan that shows the feasibility of creating the new major. This budget plan accounts for additional sections, faculty, technical and staff support. Graphic Design courses in the diploma and minor/extended minor have a differential tuition fee, which provides funds to support capital investment and sustainability of the program. The major will run a similar model.*

- Credit value – 3
  - Class size limit – 24
  - Frequency of offering – *annually*
  - Resources required (labs, equipment) – Networked lab with AV. Students must have access to an iMac or MacBook Pro, Adobe CC subscription, and a Lynda.com subscription. GD courses include a per credit surcharge. The department uses the surcharge to sustain the lab, equipment, and required technology access.
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:  
*Adobe CC and computer that can handle high capacity motion graphics software.*



ORIGINAL COURSE IMPLEMENTATION DATE: January 2019  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2024  
 Course outline form version: 10/27/2017

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                             |  |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|-----------------------------|--|--------------------------------------------------------------|--|------------------------------|----|----------------------|--|--------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GD 403                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Dynamic Media III: Titling and Video<br><b>Course Short Title:</b> Titling and Video                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                             |  |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department (or program if no department):</b> Graphic and Digital Design                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                             |  |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>Explore dynamic brand stories, the art of the title, and portfolio video reels using sequence-based graphic design. Projects focus on brand positioning, narratives, visual voice, and communication. Students develop skills in motion-based software, timing, storytelling, image-making, typography, and sound.                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                             |  |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | GD 303.                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                             |  |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |                             |  |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |                             |  |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Dual-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                             |           | <b>Special Topics</b><br>This course is offered with different topics:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes ( <i>Double-click on box to select it as checked.</i> )<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>(The specific topic will be recorded when offered.)</i> |    |                     |    |                             |  |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>20</td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td>10</td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table> |           | Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                            | 30 | Tutorials/workshops | 20 | Supervised laboratory hours |  | Experiential (field experience, practicum, internship, etc.) |  | Supervised online activities | 10 | Other contact hours: |  | <b>Total hours</b> | <b>60</b> | <b>Transfer Credit</b><br>Transfer credit already exists: (See <a href="#">bctransferguide.ca</a> )<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes<br>Submit revised outline for rearticulation:<br><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes ( <i>If yes, fill in transfer credit form.</i> ) |  |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                             |  |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                  |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                             |  |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                  |  |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                             |  |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                             |  |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                  |  |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                             |  |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                             |  |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                             |  |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                  |  |
| Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Grading System</b><br><input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit                                                                                                                                                                                                                                                                                                                             |    |                     |    |                             |  |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Expected Frequency of Course Offerings:</b><br>Annually<br><i>(Every semester, Fall only, annually, every other Fall, etc.)</i>                                                                                                                                                                                                                                                                                                               |    |                     |    |                             |  |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Karin Jager                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date approved:</b> February 2018                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                             |  |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b> March 2018                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                             |  |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jaqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date approved:</b> March 2018                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                             |  |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of posting:</b> June 2018                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                             |  |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> September 28, 2018                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |                             |  |                                                              |  |                              |    |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                  |  |

GD 403

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 3

## Learning Outcomes:

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

- produce a video animation of a logo
- develop a brand identity pitch video
- create visual voice in motion graphics
- position the values and vision of an organization using video
- construct a title sequence
- implement advanced skills in motion-based software and timing
- apply image-making, typographic, and sound best practices
- describe best practices for video sequence and variety shooting in video storytelling
- export video intros
- apply digital storytelling strategies in portfolio video reels
- evaluate the effectiveness of dynamic storytelling
- apply best practices using current industry standards and strategies

## Prior Learning Assessment and Recognition (PLAR)

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

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

Lectures, demonstrations, tutorials, visual research, user research, digital presentations, problem-solving, experiential learning, and critiques.

**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.                         | Subscription to Lynda.com            | <input type="checkbox"/> |           |      |
| 2.                         |                                      | <input type="checkbox"/> |           |      |
| 3.                         |                                      | <input type="checkbox"/> |           |      |
| 4.                         |                                      | <input type="checkbox"/> |           |      |

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

Adobe CC and computer with the capacity to handle motion graphics and dynamic media projects.

## Typical Evaluation Methods and Weighting

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

## Details (if necessary):

### Typical Course Content and Topics

#### Week 1

Demo/Lecture: Advanced Shape Animation using vector tools in After Effects. Using Adobe Illustrator layers as shape layers in AE.

Exercise 1: Create an icon transition animation that loops for web distribution.

Project 1 Brief - Due Week 5. Create a "logo reveal" animation for a visual identity that conveys the brand personality and essence.

#### Week 2

Demo/Lecture: Advanced typographic animation using After Effects type animators.

Exercise 2: Create a kinetic-typography animation.

Review Project 1

#### Week 3

Demo/Lecture: Advanced 3d using cinema 3D in After Effects.

Exercise 3: Create and animate 3d type.

Review Project 1

#### Week 4

Demo/Lecture: Using multiple cameras to create dynamism. Demonstrate how camera transitions influence storytelling.

Exercise 4: Create a multi camera 3d animation.

Review Project 1

**Week 5**

Demo/Lecture: Rotoscoping video with After Effects.

Project 1 due

Project 2 Brief - Create a short form video (5 to 15 seconds) for a craft brewer's latest offering, to be use as an advertisement on Youtube. Keep in mind the brand story. You may utilize either animation, video or a combination of both. Due week 9

**Week 6**

Demo/Lecture: Advanced video compositing using matting and layer masking.

Exercise 5: Create a composite video from multiple video and graphic resources.

Review Project 2

**Week 7**

Demo/Lecture: Creating a stop motion animation using video. Explore video frame rate, and how video and graphics assets should be formatted to create a stop motion effect.

Review Project 2

**Week 8**

Lecture: Extending visual identity into motion. How successful brands manage their brand story in motion.

Review Project 2

**Week 9**

Lecture/Demo: Editing using Adobe Premier. Determining pace and understanding its importance in storytelling.

Project 2 due

Project 3 - Create a personal "demo reel" of your motion work. Understand your own brand and how it translates into motion.

Due week 13.

**Week 10**

Demo/Lecture: Advanced audio editing.

Exercise 6: Using music editing software to create a customized soundtrack. Understanding music and audio's place in our demo reel.

Review Project 3

**Week 11**

Demo/Lecture: Video for web and mobile. Explore conversion tools and video format types.

Exercise 7: Convert a video to a mobile format and prepare it for the web.

Review Project 3

**Week 12**

Review Project 3

**Week 13**

Project 3 due

**Memo for New Course**

To: CACC, Alisa Webb, Chair

From: Karin Jager, Department Head, Graphic and Digital Design

Date: February 26, 2018

**Subject: Proposal for new course GD450 Design Systems I: Experiential Graphic Design**

1. Rationale for new course: Experiential graphic design (XGD) is a cross-disciplinary human-centered practice that integrates several design disciplines to connect people to place. It is also used to create brand-centric customer experiences. This course is designed to be part of the advanced design curriculum in the proposed GDD Major, enabling the integration design skills and knowledge.
2. How this new course fits into program(s): This professional practice course develops competencies in systems level design, design thinking, and critical thinking in the proposed GDD Major. Students engage in collaborative field research, integrate interactive and environmental design skillsets, and apply interdisciplinary strategic processes. Projects are substantive and can be further developed in capstone courses for portfolio.

***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):

|                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Utilize processes, tools and technology for graphic design practice</li> <li>Demonstrate functional competence with principles of visual organization, visual language, typography and theory as applied to visual communication problems</li> <li>Produce communication/graphic design, information design, brand identity, interactive design, illustration, and motion graphics projects</li> </ul> | <ul style="list-style-type: none"> <li>implement traditional environmental graphic design methodology using brand identity systems, site logic, and research for visual concepts</li> <li>use iterative and rapid prototyping as an integral part of the entire design process</li> </ul>                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>Analyze visual communication problems using critical thinking skills</li> <li>Develop strategies for planning, producing, and disseminating visual communications</li> <li>Incorporate research and findings into designing experiences</li> </ul>                                                                                                                                                     | <ul style="list-style-type: none"> <li>identify decision points, circulation paths and sightlines in built environments</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>Make responsible design decisions that consider peoples' wants, needs, behaviours, values, social, and cultural differences</li> <li>Assess different technologies for specific design problem contexts using a human-centered approach</li> <li>Integrate design knowledge and technologies in cross-disciplinary study</li> </ul>                                                                    | <ul style="list-style-type: none"> <li>examine human interactivity within a spatial environment.</li> <li>apply user-centered design principles (UCD) of viability, desirability, and feasibility to design solutions</li> <li>identify the subjective side of interaction through touch screens, tradeshow, and displays</li> <li>apply methods and tools related to tangible product interactions, graphical screen interactions, and service design strategic interactions.</li> <li>pursue in-depth design projects related to particular human needs and contexts</li> </ul> |

|                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <ul style="list-style-type: none"> <li>• Create branded experiences and design systems that span all media</li> <li>• Collaborate in interdisciplinary strategic processes for problem solving</li> <li>• Develop responsive design solutions that address the impact on cultures, societies, environments, and economies</li> </ul> | <ul style="list-style-type: none"> <li>• create information systems to guide users within an environment</li> <li>• apply user-centered design principles (UCD) of viability, desirability, and feasibility to design solutions</li> <li>• identify the subjective side of interaction through touch screens, tradeshow, and displays</li> <li>• develop mobile applications that use augmented reality for wayfinding that considers a sense of place; enhancing space; and the human experience</li> </ul> |
| <ul style="list-style-type: none"> <li>• Apply leadership, empathetic, interpersonal, and organizational skills</li> </ul>                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• design and implement a variety of experiences with human behavior in mind</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                |

4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? Not at this time.
5. Which program areas have been consulted about the course? BFAPC
6. If a new discipline designation is required, explain why:
7. What consideration has been given to indigenizing the curriculum? The course considers indigenous audiences and enables the opportunity for producing real world visual communication (digital and print) with an indigenous focus.
8. If this course is not eligible for PLAR, explain why:
9. Explain how each of the following will affect the budget for your area or any other area:

*The Dean of Arts has developed a five-year budget plan that shows the feasibility of creating the new major. This budget plan accounts for additional sections, faculty, technical and staff support. Graphic Design courses in the diploma and minor/extended minor have a differential tuition fee, which provides funds to support capital investment and sustainability of the program. The major will run a similar model.*

- Credit value – 3
- Class size limit – 24
- Frequency of offering – *annually*
- Resources required (labs, equipment) – Networked lab with AV. Students must have access to an iMac or MacBook Pro, Adobe CC subscription, and a Lynda.com subscription. GD courses include a per credit surcharge. The department uses the surcharge to sustain the lab, equipment, and required technology access.

10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? Field research is required. There is no anticipated cost.
11. Estimate of the typical costs for this course, including textbooks and other materials: \$50



ORIGINAL COURSE IMPLEMENTATION DATE: January 2019  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2024  
 Course outline form version: 10/27/2017

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|---|-----------------------------|----|--------------------------------------------------------------|---|------------------------------|--|----------------------|--|--------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GD 450                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                         |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Course Full Title:</b> Design Systems I: Experiential Graphic Design<br><b>Course Short Title:</b> Experiential Graphic Design<br><i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> Graphic and Digital Design                                                                                                                                                                                                                                                                                                                                                                    |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Calendar Description:</b><br>Experiential graphic design (XGD) focuses on human interaction with physical space and objects that emphasize personalized designed experiences in built environments. Critical thinking and user-centered design (UCD) principles are applied to environmental design systems, wayfinding, augmented reality, and digital interfaces (apps).                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | GD 317 and GD 374.                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Dual-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                                                                                                                       |           | <b>Special Topics</b><br>This course is offered with different topics:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(Double-click on box to select it as checked.)</i><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>(The specific topic will be recorded when offered.)</i> |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td>Lecture/seminar hours</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">5</td> </tr> <tr> <td>Supervised laboratory hours</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td style="text-align: center;">5</td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                          | 30 | Tutorials/workshops | 5 | Supervised laboratory hours | 20 | Experiential (field experience, practicum, internship, etc.) | 5 | Supervised online activities |  | Other contact hours: |  | <b>Total hours</b> | <b>60</b> | <b>Transfer Credit</b><br>Transfer credit already exists: (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes<br>Submit revised outline for rearticulation:<br><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i> |  |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Grading System</b><br><input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit                                                                                                                                                                                                                                                                                                                           |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Expected Frequency of Course Offerings:</b><br>Annually<br><i>(Every semester, Fall only, annually, every other Fall, etc.)</i>                                                                                                                                                                                                                                                                                                             |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Department / Program Head or Director:</b> Karin Jager                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> February 2018                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date approved:</b> March 2018                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b> March 2018                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of posting:</b> June 2018                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> September 28, 2018                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |  |

**Learning Outcomes:**

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

- implement traditional environmental graphic design methodology using brand identity systems, site logic, and research for visual concepts
- identify decision points, circulation paths and sightlines in built environments
- create information systems to guide users within an environment
- examine human interactivity within a spatial environment.
- apply user-centered design principles (UCD) of viability, desirability, and feasibility to design solutions
- identify the subjective side of interaction through touch screens, tradeshow, and displays
- apply methods and tools related to tangible product interactions, graphical screen interactions, and service design strategic interactions.
- use iterative and rapid prototyping as an integral part of the entire design process
- develop mobile applications that use augmented reality for wayfinding that considers a sense of place; enhancing space; and the human experience
- pursue in-depth design projects related to particular human needs and contexts
- design and implement a variety of experiences with human behavior in mind

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

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

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

Lectures, field research, workshops, experiential learning, teamwork, design processes, indigenization, cross disciplinary collaboration, participatory design, ethnography, UCD user-centered design.

**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. | Crouch, Christopher and Pearce, Jane              | Doing Research in Design                                                                          | <input checked="" type="checkbox"/> | Berg                        | 2012 |
| 2. | The Society for Experiential Graphic Design       | Academic Resources: <a href="https://segd.org/education">https://segd.org/education</a>           | <input checked="" type="checkbox"/> | SEGD                        | 2018 |
| 3. | Association of Registered Graphic Designers (RGD) | Access Ability: A Practical Handbook on Accessible Graphic Design                                 | <input checked="" type="checkbox"/> | RGD & Government of Ontario | 2010 |
| 4. | Calori, Chris and Vanden-Eynden, David            | Signage and Wayfinding Design: A Complete Guide to Creating Environmental Graphic Design Systems. | <input checked="" type="checkbox"/> | Wiley                       | 2015 |
| 5. | White, Jason                                      | Experiential Design: Creating the New Visual Experience                                           | <input checked="" type="checkbox"/> | Focal Press                 | 2019 |

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

**Typical Evaluation Methods and Weighting**

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

**Details (if necessary):**
**Typical Course Content and Topics**
**Weeks 1 to 3**

Participatory and people centered design practice. Introducing the problem-solving process for systems thinking graphic design.

Attitudes or values, basic process for solving problems, and logic or procedure for collecting data.

Identifying experience design problems in wayfinding, community placemaking, UX design, trade shows, environments, public places, educational, and retail environments.

Project 1 assigned, due Week 8: Designing to inform, engage and educate

Defining the problem. Site visit and client brief.

**Weeks 4 to 5**

Connecting the digital with the physical. Environmental design, systems level design, and interactivity.

Research methodologies for problem solving. Identifying stakeholders, assumptions, constraints, and desires. Conceptualizing through mind mapping and brainstorming, user personas, scenarios and sketches. Introducing augmented reality and user-centric principles.

Working with the built environment, narratives and identifying circulation paths and sightlines. Using participatory design as a research methodology to establish values and attitudes.

Site visit, group research workshops, and concept development.

**Weeks 6 to 8**

Creating brand touchpoints using digital and physical interactions. Rapid prototyping of design solutions. Principles of UX design. Preparing a client presentation and case study for the project.

**Weeks 9 to 13**

Wayfinding for navigation and accessibility.

Site visit and collecting data.

Identifying stakeholders, assumptions, constraints, and desires. Integrating participatory design methodology. User personas, scenarios and accessibility. Developing graphic standards, focus group testing, and iteration. Creating a brand identity systems and developing visual concepts.

Project 2 assigned and due Week 13.

**Memo for New Course**

To: CACC, Alisa Webb, Chair

From: Karin Jager, Department Head, Graphic and Digital Design

Date: February 26, 2018

**Subject: Proposal for new course GD460 Design Systems II Transmedia Solutions**

1. Rationale for new course: This advanced course integrates a high level of creative practice skills in creating systems level design solutions. It gives students the opportunity to apply a holistic approach to problem solving and the ability to develop portfolio quality projects.
2. How this new course fits into program(s): This course is part of the professional practice dimension in the proposed GDD Major. It integrates research methodology and all 5 program competencies (skill, critical thinking, design thinking, systems level design, and professional development).

***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):

|                                                                                                                                          |                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Produce communication/graphic design, information design, brand identity, interactive design, illustration, and motion graphics projects | Design a brand experience that integrates the brand essence, tone, and visual identity<br>Create a visual system for a multi-platform design solution                                                                                                                                                      |
| Analyze visual communication problems using critical thinking skills                                                                     | Define the context of a project for a brand, organization, or cause                                                                                                                                                                                                                                        |
| Develop strategies for planning, producing, and disseminating visual communications                                                      | Compare different types of advertising media channels including conventional and unconventional media, screen-based media and forms, support media, sponsorship, partnerships, and branded environments<br>Articulate a clear and actionable creative brief<br>Implement ethnographic research methodology |
| Incorporate research and findings into designing experiences                                                                             | Develop a problem definition for a transmedia design project<br>Use a dynamic progression of research, inquiry, experimentation, prototyping, and refinement in the creative process                                                                                                                       |
| Make responsible design decisions that consider peoples' wants, needs, behaviours, values, social, and cultural differences              | Determine appropriate deliverables to meet the project objectives and target audience<br>Apply creative strategies for effective image/copy relationships<br>Identify cultural implications and the role of the creative practitioner in the creation of culture in transmedia design solutions            |
| Assess different technologies for specific design problem contexts using a human-centered approach                                       | Create human-centered design solutions                                                                                                                                                                                                                                                                     |

|                                                                                                                 |                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Integrate design knowledge and technologies in cross-disciplinary study                                         | Assess different points of view in relation to a transmedia design project on social justice, accountability, appropriation, responsible design practice, sustainability, indigenization, and colonization |
| Create branded experiences and design systems that span all media                                               | Design a brand experience that integrates the brand essence, tone, and visual identity<br>Create a visual system for a multi-platform design solution                                                      |
| Collaborate in interdisciplinary strategic processes for problem solving                                        | Evaluate the impact of transmedia design solutions on individuals and communities                                                                                                                          |
| Develop responsive design solutions that address the impact on cultures, societies, environments, and economies | Assess the life cycle, environmental, and physical impacts of different types of media<br>Apply sustainability principles in the design of a transmedia solution                                           |
| Apply leadership, empathetic, interpersonal, and organizational skills                                          | Evaluate the impact of transmedia design solutions on individuals and communities                                                                                                                          |
| Foster reflective thinking to lead change, resolve conflict, and motivate others                                | Develop strategic messaging and positioning                                                                                                                                                                |

4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? Not at this time.
5. Which program areas have been consulted about the course? BFAPC
6. If a new discipline designation is required, explain why:
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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|---|-----------------------------|----|--------------------------------------------------------------|---|------------------------------|--|----------------------|--|--------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> GD 460                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                         |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |
| <b>Course Full Title:</b> Design Systems II: Transmedia Solutions<br><b>Course Short Title:</b> Design Systems II: Transmedia<br><i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Department (or program if no department):</b> Graphic + Digital Design                                                                                                                                                                                                                                                                                                                                                                      |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |
| <b>Calendar Description:</b><br>Centering on responsible design practice and sustainability principles, students integrate critical thinking, voice, and ideas to develop branded experiences, advertising, and multi-platform solutions to design problems. Projects emphasize visual systems design, audiences, the process of inquiry, and social purpose.                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | GD 317 and GD 374.                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | None                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | None                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Dual-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                                                                                             | <b>Special Topics</b><br>This course is offered with different topics:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(Double-click on box to select it as checked.)</i><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>(The specific topic will be recorded when offered.)</i> |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture/seminar hours</td><td style="text-align: right;">30</td></tr> <tr><td>Tutorials/workshops</td><td style="text-align: right;">5</td></tr> <tr><td>Supervised laboratory hours</td><td style="text-align: right;">20</td></tr> <tr><td>Experiential (field experience, practicum, internship, etc.)</td><td style="text-align: right;">5</td></tr> <tr><td>Supervised online activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total hours</b></td><td style="text-align: right;"><b>60</b></td></tr> </table> | Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                          | 30 | Tutorials/workshops | 5 | Supervised laboratory hours | 20 | Experiential (field experience, practicum, internship, etc.) | 5 | Supervised online activities |  | Other contact hours: |  | <b>Total hours</b> | <b>60</b> | <b>Transfer Credit</b><br>Transfer credit already exists: (See <a href="#">bctransferguide.ca</a> )<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes<br>Submit revised outline for rearticulation:<br><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i> |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 30                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 5                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 20                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 5                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>60</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |
| <b>Grading System</b><br><input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |
| <b>Expected Frequency of Course Offerings:</b><br>annually<br><i>(Every semester, Fall only, annually, every other Fall, etc.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |
| Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |
| <b>Department / Program Head or Director:</b> Karin Jager                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Date approved:</b> February 2018                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Date approved:</b> March 2018                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Date approved:</b> March 2018                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Date of posting:</b> June 2018                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Date of meeting:</b> September 28, 2018                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |   |                             |    |                                                              |   |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                |

**Learning Outcomes:**

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

- Develop a problem definition for a transmedia design project
- Define the context of a project for a brand, organization, or cause
- Compare different types of advertising media channels including conventional and unconventional media, screen-based media and forms, support media, sponsorship, partnerships, and branded environments
- Determine appropriate deliverables to meet the project objectives and target audience
- Articulate a clear and actionable creative brief
- Use a dynamic progression of research, inquiry, experimentation, prototyping, and refinement in the creative process
- Implement ethnographic research methodology
- Develop strategic messaging and positioning
- Apply creative strategies for effective image/copy relationships
- Create human-centered design solutions
- Design a brand experience that integrates the brand essence, tone, and visual identity
- Create a visual system for a multi-platform design solution
- Assess the life cycle, environmental, and physical impacts of different types of media
- Apply sustainability principles in the design of a transmedia solution
- Evaluate the impact of transmedia design solutions on individuals and communities
- Identify cultural implications and the role of the creative practitioner in the creation of culture in transmedia design solutions
- Assess different points of view in relation to a transmedia design project on social justice, accountability, appropriation, responsible design practice, sustainability, indigenization, and colonization

**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.*)

Projects, experiential learning, guest lecturers, field trips, and case studies.

**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. Kumar, Vijay                         | 101 Design Methods: A Structured Approach for Driving Innovation in Your Organization | <input checked="" type="checkbox"/> | Wiley               | 2012 |
| 2. Tenderich, Burghardt                 | Transmedia Branding: Engage Your Audience                                             | <input checked="" type="checkbox"/> | USC Annenberg Press | 2015 |
| 3. Landa, Robin                         | Advertising by Design: Generating and Designing Creative Ideas Across Media           | <input checked="" type="checkbox"/> | Wiley               | 2016 |
| 4. Helfland, Jessica                    | Ethnographic Primer                                                                   | <input checked="" type="checkbox"/> | AIGA                | 2010 |
| 5. Crouch, Christopher and Pearce, Jane | Doing Research in Design                                                              | <input checked="" type="checkbox"/> | Berg                | 2012 |

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

Subscription to Adobe CC, Lynda.com, and access to an Apple computer.

**Typical Evaluation Methods and Weighting**

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

**Details (if necessary):**
**Typical Course Content and Topics**
**Week 1**
**Project 1 Assigned, Creative Brief**

What is transmedia design? An introduction to different types of advertising media channels including conventional and unconventional media, screen-based media and forms, support media, sponsorship, partnerships, and branded environments. Defining a transmedia storytelling strategy.

Working with a client – brand, organization, or cause. Developing a creative brief. Defining the problem.

Defining the context of a project for a brand, organization, or cause. Articulating a clear and actionable creative brief.

**Week 2**

**Project 2 Assigned, Strategy and Conceptual Development.** Project 1 due.

Presenting a client brief.

Starting the design process.

Transmedia storytelling for branding, marketing, and advocacy. Developing a brand experience that integrates brand essence, tone, and visual identity. Understanding the fundamentals of transmedia storytelling. Developing stories across platforms. Identifying concepts which work in this format.

**Week 3 and 4**

**Project 3 Assigned, Ethnographic Research.** Project 2 due.

Audience involvement, participation, cross-cultural communications, and persuasion.

An introduction to ethnography: observing society from the point of view of the subject. Using a human-centered approach and ethnographic research.

Identifying cultural implications and the role of the creative practitioner in the creation of culture in transmedia design solutions. Field research. The process of inquiry as part of the creative process.

1. Problem definition (from the creative brief)
2. Identifying the target audience, stakeholders, interactions, users, etc. (meeting the criteria of the brief)
3. Establishing values, opportunities, questions, and interactions.
4. Collecting data.
5. Analyzing data and interpreting data.
6. Sharing insights.

**Week 5**

**Project 4 Assigned, Sustainability Audit.**

Assessing the life cycle, environmental, cultural, and physical impacts of different types of media.

Sustainability and indigenous wisdom: *"Indigenous pre-industrial societies lived sustainably in place for generations, informed by 'slow knowledge' that was place-based and embedded within local cultures"* (Orr 2004; Papanek 1995).

Sustainability principles and responsible graphic design: screens, social media, guerilla marketing, and packaging. Evaluating the impact of transmedia design solutions on individuals, communities, indigenous peoples, and the environment

**Week 6**

**Project 5 Assigned, Developing content.** Project 3 due.

Strategic messaging and positioning.

Writing and producing content for different platforms

Applying creative strategies for effective image/copy relationships

Social media and digital technology as applications for ideas

Transmedia deliverables.

**Week 7**

**Project 6 Assigned, Transmedia Solution.** Project 4 due.

Designing a conceptual solution. Advertising principles. Producing media content and launching it on social media. Assessing different points of view on social justice, accountability, appropriation, responsible design practice, sustainability, indigenization, and colonization. Experimentation, prototyping, and refinement in the creative process.

**Week 8**

Pitching ideas and presentations. Developing a slide deck. Project 5 due.

**Week 9**

Studio tour.

**Week 10**

Identifying and evaluating the components of effective transmedia campaigns.

Applying a visual system to a multi-platform design solution

**Week 11**

Rapid prototyping and iteration.

**Week 12**

Produce content and launch it on social media.

**Week 13**

Project 6 due: Transmedia Solution presentation.

# MEMO



To: UEC  
From: Karin Jager, Program Working Group Chair  
Cc: Jacqueline Nolte, Dean, College of Arts; Bruce Kirkley, Program Development Coordinator  
Date: September 28, 2018  
Re: Bachelor of Fine Arts, Graphic and Digital Design Major (GDD Major)

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Please find attached for approval at the May 18, 2018 meeting of UEC:

- Program proposal
- Calendar copy
- Course outlines for new GD courses (GD 254, 302, 403, 450, 460)
- UEC Screening response to comments for new GD courses

The GDD Major was approved by the College of Arts Council via electronic vote on March 19, 2018 to move forward in the approval process. The proposal was reviewed at UEC Screening on April 24, 2018; all comments have been addressed in the proposal.

**Note:** The program proposal and calendar copy are available in **S:\Groups\UEC\2018-09-28 Graphic and Digital Design major**.

**Program Summary:**

The proposed GDD Major integrates design practice and expertise, with criticality, theory, and context to prepare students for the evolving needs of the creative industry, business community, and society at large. This new program builds T-shaped abilities whereby students attain deep disciplinary knowledge in professional design practice (stem) and the ability to collaborate and contribute across boundaries between disciplines (cross-bar). In the GDD Major, students pursue a customized learning experience to gain greater insight on how design fits into a larger context and society at large. Students may choose to develop as disciplined generalists working across the entire scope of graphic design; or, pursue a passion within a specific context, field, and/or media. The emphasis is on discovery, adaptability, and resilience.

**Concept Paper:**

The concept paper for the GDD Major was approved in the 2016 Program Report and Plan at the June 2016 Board meeting. This program was approved for development as part of the 2017 Update to the Education Plan.

**Memo for Program Changes**

To: UEC

From: Alisa Webb, Associate Dean of Students and Chair, College of Arts Curriculum Committee

Date: May 23, 2018

**Subject: Minor program change for BA and LAD, Winter 2018**

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

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

2. Rationale for change(s):

CACC has continued to vet courses as meeting the outcomes for the BA and LAD requirements. One new course for scientific literacy will be added for Winter 2018.

Further, ARTS was notified by Advising that our calendar language regarding graduation GPA requirements was no longer consistent with policy. We have revised the language.

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?

Arts has been consistent in ensuring the indigenization of its courses. Students taking Arts courses towards the LAD will encounter indigenous content, themes, and methods in a range of disciplines.

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

No additional resources required

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

Increased course options for students

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

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

Seats within 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.

Confirmed no budgetary implications

**CWC comments and responses:**

- Suggest adding "an A in EAP 084" to the Writing foundation section.

*This will be brought forward for discussion at the College of Arts Curriculum Committee.*

BA Calendar Updates, May 2018

**Foundational skills (5 courses: 15-17 credits)**

| Foundational skill                            | Requirement                                                                                                                                                                                                                                                        | Must be completed           |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <b>Writing foundation</b>                     | One of CMNS 120, CMNS 125 (completed Fall 2017 or later), CMNS 155 (previously offered), ENGL 105, an A in English 12 or equivalent, an A in ENGL 091, or an A in ENGL 099                                                                                         | Within the first 30 credits |
| <b>Written, oral, or visual communication</b> | One of AH 100, AH 101, AH 102, AH 204, CMNS 235, CMNS 251, ENGL 210, FREN 101, FREN 102, GD 101, GD 102, GD 157, GERM 101, GERM 102, JAPN 101, JAPN 102, RUSS 101, RUSS 102, SPAN 101, SPAN 102, SPAN 201, SPAN 202, THEA 111, THEA 112, VA 113, VA 115, or VA 116 | Within the first 60 credits |
| <b>Critical thinking</b>                      | IDS 100, PHIL 100                                                                                                                                                                                                                                                  | Within the first 30 credits |
| <b>Quantitative literacy</b>                  | One of ECON 100, ECON 101, GEOG 252, GEOG 253, MATH 105, MATH 110, MATH 111, MATH 123, MATH 140, MATH 141, PSYC 110, STAT 104, or STAT 106                                                                                                                         | Within the first 60 credits |
| <b>Scientific literacy</b>                    | One of ASTR 101, ASTR 103, ASTR 104, BIO 105, BIO 106, GEOG 103, GEOG 105, GEOG 111, <del>or</del> GEOG 116, <u>or GEOG 117</u>                                                                                                                                    | Within the first 60 credits |

Note: Students may not use the same course to meet more than one foundational skill requirement.

**Graduation**

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

- Completed the BA program with a minimum [program ~~P~~CGPA](#) of 2.00 [on all courses applicable to the degree](#).
- Completed all the requirements of their majors/extended minors/minors with a minimum [program ~~P~~CGPA](#) of 2.00.
- ~~E~~ Earned a minimum CGPA of 2.00 in all upper-level courses required for graduation.
- [Earned a CGPA of at least 2.00 ~~calculated~~ on all 100-level or ~~f~~ higher UFV courses attempted](#).
- No more than five course duplications (with the exception of THEA 199 and THEA 299 when a grade of D or higher is achieved).

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

LAD Calendar Updates, May 2018

**Foundational skills (5 courses: 15-17 credits)**

| Foundational skill                            | Requirement                                                                                                                                                                                                                                                        | Must be completed           |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <b>Writing foundation</b>                     | One of CMNS 120, CMNS 125 (completed Fall 2017 or later), CMNS 155 (previously offered), ENGL 105, an A in English 12 or equivalent, an A in ENGL 091, or an A in ENGL 099                                                                                         | Within the first 30 credits |
| <b>Written, oral, or visual communication</b> | One of AH 100, AH 101, AH 102, AH 204, CMNS 235, CMNS 251, ENGL 210, FREN 101, FREN 102, GD 101, GD 102, GD 157, GERM 101, GERM 102, JAPN 101, JAPN 102, RUSS 101, RUSS 102, SPAN 101, SPAN 102, SPAN 201, SPAN 202, THEA 111, THEA 112, VA 113, VA 115, or VA 116 | Within the first 60 credits |
| <b>Critical thinking</b>                      | IDS 100, PHIL 100                                                                                                                                                                                                                                                  | Within the first 30 credits |
| <b>Quantitative literacy</b>                  | One of ECON 100, ECON 101, GEOG 252, GEOG 253, MATH 105, MATH 110, MATH 111, MATH 123, MATH 140, MATH 141, PSYC 110, STAT 104, or STAT 106                                                                                                                         | Within the first 60 credits |
| <b>Scientific literacy</b>                    | One of ASTR 101, ASTR 103, ASTR 104, BIO 105, BIO 106, GEOG 103, GEOG 105, GEOG 111, <del>or</del> GEOG 116, <u>or GEOG 117</u>                                                                                                                                    | Within the first 60 credits |

Note: Students may not use the same course to meet more than one foundational skill requirement.

**Graduation**

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

minimum ~~program~~ CGPA of 2.00 and a minimum CGPA of 2.00 calculated on all 100-level or higher UFV courses attempted.