



UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING
October 25, 2019 - 10:00 AM
A225

AGENDA

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Page

**1. APPROVAL OF THE AGENDA**

**1.1.**

**2. APPROVAL OF UEC MINUTES**

4 - 7      **2.1.** UEC draft minutes: Sept. 27, 2019

**3. COURSES AND PROGRAMS**

8 - 23      **3.1. Social Work and Human Services**

Changes to entrance and program requirements, and program name: School and Community Support Worker certificate (formerly Community Support Worker certificate)

MOTION: To recommend the changes to the Community Support Worker certificate entrance and program requirements as presented, effective September 2020.

MOTION: To recommend changing the Community Support Worker certificate to the School and Community Support Worker certificate as presented, effective September 2020.

24 -      **3.2. Business**

29      Changes to program requirements: Human Resource Management major

MOTION: To approve the change to the Human Resources Management major as presented, effective January 2020.

30 -      **3.3. Modern Languages**

41      New course: HALQ 301, Advanced Upriver Halq'eméylem I

New course: HALQ 302, Advanced Upriver Halq'eméylem II

New program: Halq'eméylem Advanced Proficiency certificate

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MOTION: To approve the HALQ 301 and 302 course outlines as presented.

MOTION: To recommend the Halq'eméylem Advanced Proficiency certificate as presented.

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### **3.4. Graphic and Digital Design**

Changes including prerequisites: GD 254

New course: GD 304, User Experience Design

Changes to program requirements: Graphic and Digital Design extended minor

Changes to program requirements: Graphic and Digital Design major

MOTION: To approve the GD 254 and 304 course outlines as presented.

MOTION: To approve the changes to the Graphic and Digital Design major and extended minor as presented, effective January 2020.

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### **3.5. Visual Arts**

Discontinuation: AH 214

Discontinuation: VA 170

MOTION: To discontinue AH 214 and VA 170 as presented.

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### **3.6. Computer Information Systems**

Review with changes including course hours: CIS 192

Review with changes including prerequisites: COMP 370

MOTION: To approve the CIS 192 course outline as presented.

MOTION: To approve the COMP 370 course outline as presented.

## **4. OTHER BUSINESS/DISCUSSION ITEMS**

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### **4.1. Transfer Credit Request Template**

MOTION: That UEC endorse the use of the template "Request for Recognition of Institutions or Organizations for the Purpose of Evaluating Transfer Credit (non-graduate level courses)".

### **4.2. Subcommittee membership**

- Screening Subcommittee
- Policy Subcommittee

### **4.3. Senate report**

## **5. INFORMATION ITEMS**

### **5.1. Minor course changes** (outlines will be available at

[www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines))

CRIM 215, 250, 281

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**5.2. Robert's Rules of Order for Senate and Standing Committees of Senate**

**6. ADJOURNMENT**



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

September 27, 2019  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Donna Alary, Adrianna Bakos, Sue Brigden, Heather Compeau, Peter Geller, Shirley Hardman, Jonathan Hughes, Everett Igobwa, Bobby Jaswal, Amber Johnston, David Johnston, Gilmour Jope, Bruce Kirkley, David McGuire, Alisha Mutneja, Elaine Newman, Linda Pardy, Samantha Patridge, Teresa Piper, and Shelley Stefan  
**ABSENT:** Courtney Boisvert, Vlad Dvoracek, Neeraj Kumar, Kirsten Robertson, and Sven Van de Wetering  
**GUESTS:** Cory Beshara, Heather Davis-Fisch, Marlene Murray, Michelle Rhodes,  
**RECORDER:** Amanda Grimson

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

- 1.1. Item 3.6, Computer Information Systems was removed from the agenda at the department's request.

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

- 2.1. UEC draft minutes: August 29, 2019

**MOTION:**

To approve the draft minutes as presented.  
CARRIED

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

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

Changes to entrance and program requirements: Bachelor of Social Work

**MOTION:**

To recommend approval of the changes to the Bachelor of Social Work entrance requirements as amended, effective September 2020:

- Interview will be removed from Basis for Admission Decision section.
- GPA corrected from 2.067 to 2.67.

CARRIED

**MOTION:**

To approve the changes to the Bachelor of Social Work program requirements as presented, effective September 2020.

CARRIED

**3.2. Environmental Studies: Program changes**

Changes to entrance and program requirements: Bachelor of Environmental Studies (Natural Sciences)

**MOTION:**

To recommend approval of the changes to the Bachelor of Environmental Studies as amended, effective January 2020:

- Prerequisites for STAT 104 or STAT 106 will be added to the secondary school entrance requirements (Option 1).

CARRIED

**3.3. Media Arts: Program changes**

Changes to entrance and program requirements: Bachelor of Media Arts

Assessment methods for the portfolio and letter of interest were discussed. The program committee currently looks at these holistically, considering whether students are a good fit for the program and are likely to be successful. It was suggested that a rubric should be created for this assessment, likely an analytic rubric rather than a holistic one. Heather Davis-Fisch (Director, School of Creative Arts) will take this back to the program committee for development.

**MOTION:**

To recommend approval of the changes to the Bachelor of Media Arts as presented, effective January 2020, with the requirement that a rubric be developed for the admission process.

CARRIED

**3.4. Chemistry: Program changes**

Changes to program requirements: Biochemistry major

Changes to program requirements: Chemistry minor

**MOTION:**

To approve the changes to the Biochemistry major as presented, effective January 2020.

CARRIED

**MOTION:**

To approve the changes to the Chemistry minor as presented, effective January 2020.

CARRIED

**3.5. Integrated Studies: Program changes**

Guidelines for thematic options: Bachelor of Integrated Studies

The definition of "theme" should be added to the calendar glossary.

**MOTION:**

To recommend approval of Bachelor of Integrated Studies themes and concentrations being noted on official transcripts as presented.

CARRIED

**MOTION:**

To recommend approval of the Guidelines for Bachelor of Integrated Studies thematic options as presented.

CARRIED

**3.6. Computer Information Systems: Course outlines**

Review with changes including course hours: CIS 192

Review with changes including prerequisites: COMP 370

This item was postponed at the department's request.

**3.7. Art History: Course outlines**

Changes including prerequisites: AH 315

**MOTION:**

To approve the AH 315 course outline as presented.

CARRIED

**3.8. Upgrading and University Preparation: Course outlines**

Review with changes: MATH 052

Review with changes including prerequisites: MATH 053

**MOTION:**

To approve the MATH 052 and 053 course outlines as presented.

CARRIED

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. Process for new program development and approval**

Bruce Kirkley (Associate Director, Program Development and Quality Assurance) explained the current process and the proposed revisions, which will shorten the optimal approval time from 2-2.5 years to 1.5 years. Creation of a new minor in a discipline where a major already exists follows a different process and does not require external approval.

**MOTION:**

That the Undergraduate Education Committee supports Senate giving responsibility to UEC to verify that the Stage 2 for undergraduate proposals meets degree quality standards, prior to submission to the Ministry.

CARRIED

**4.2. UEC Subcommittees**

**Screening Subcommittee membership:**

- One UEC Chair: Samantha Pattridge
- Registrar (or designate): David Johnston
- UEC Assistant: Amanda Grimson
- UEC Faculty member (two-year term): **Vacant**
- UEC Advisor (two-year term): Bobby Jaswal
- CFO/SBC representative: Mark Brosinski

A faculty member is still required for this subcommittee

**MOTION:**

To temporarily amend the Terms of Reference for the UEC Policy Subcommittee, to include one faculty member and two members at large.

CARRIED

**Policy Subcommittee membership:**

- One UEC Chair: Samantha Pattridge
- Registrar (or designate): David Johnston
- ~~Two~~ **One** UEC Faculty members (two-year term): Teresa Piper
- One UEC Advisor: Bobby Jaswal
- One IR representative: Donna Alary
- One Dean: **Vacant**
- ~~One~~ **Two** UEC at large members (two-year term): Bruce Kirkley, Everett Igobwa

A dean is still required for this subcommittee

**Admissions Subcommittee membership:**

- Registrar or designate: David Johnston
- Two UEC members: Adrianna Bakos, Gilmour Jope
- One International Education representative: Karen Davies
- Two additional members, including at least one advisor: Sarah Graham, Elaine Newman

This subcommittee is complete.

**Transfer Credit Subcommittee membership:**

- Registrar or designate: David Johnston
- Two UEC members: Peter Geller, Sue Brigden
- At least two additional faculty (as diverse a representation as possible): Teresa Piper, Samantha Pattridge
- One advisor: Nicholas Johnson

This subcommittee is complete.

**5. ADJOURNMENT**

The meeting was adjourned at 11:41 pm.

**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: April 12, 2019

**Subject: Name and other calendar changes to the Community Support Worker (CSW) 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: The name of the program will be changed to the [School and] Community Support Worker certificate. This change more accurately reflects the nature and purpose of the certificate program and was recommended by the Community and School Support (CASS) sub-sector of Human Services Articulation in the spring of 2018. HSER 190: Introduction to Community and School Support, and HSER 192: Supporting Students in Schools, have previously been approved by UEC to reflect this.

2. Rationale for change(s): The program name change reflects the educational focus and employment outcomes of the certificate and aligns it with comparable public post-secondary programs across British Columbia. When the CSW program was first introduced, the market for qualified Education Assistants (EAs) did not exist to the extent that it does today. This past year, the University has been in partnership with four school districts offering this certificate program to high school students with the expectation that graduates will work as EAs in the public school system.

The Surrey School District has put in writing that they will not place into practicum or hire our certificate students because we do not graduate them from a recognized “Education Assistant” program.

Clarifying the information provided in the academic calendar will also minimize confusion for students. For example, some members of the Metis cohort of CSW students are under the mistaken impression that they can work as social service workers with their certificate, rather than with Metis people and students of diverse abilities. The name change should assist with this as well.

Some clarifications include that the SCSW certificate is a one-year, 31 credit program that prepares graduates to work in schools and communities with people of diverse abilities.

The changes spell out the challenge for students who take the certificate as a part-time program: that students may not be able to access all courses in sequence. Transfer credits to the Social Services diploma are clarified and students are advised to consult with an Academic Advisor.

Assessment of prior learning is available for qualified students as stated. However, language in the calendar that “part of” the practicum is eligible for Prior Learning has been removed. No one in the School understands what that was intended to mean and in practice it has not happened. Every program offered by the School requires that students complete at least one practicum. The current course outline for HSER 131 reflects that it is not eligible for prior learning.

The entrance requirements are clearly articulated – Grade 12 graduation, including an ABE or GED, are required; however, students over 19 who successfully complete 9 university level credits that can be applied towards the certificate do not have to submit a high school transcript. Current language in the calendar says 3 university level credits. Mandy Klepic, retired Education Advisor, confirmed in conversation with me that this was an error, that the program had previously required that students complete 9 credits of coursework successfully in order to enter the program without high school graduation. This makes far more pedagogical sense to the School than the successful completion of one university level course. Given that students can take many program courses without being admitted to the program, it becomes more or less a moot point.

Another change specifies that applicants must meet the prerequisites for CMNS 125 or ENG 105, instead of CMNS 155, which no longer exists.

PSYC 250 can now be taken instead of SOWK 225 to make it consistent with the prerequisites of the Bachelor of Social Work program, providing greater transferability.

Applicants must also demonstrate an ability to work with people with diverse abilities. Evidence of this may include volunteer and/or paid work in classroom settings with children or in the community with children or adults with diverse abilities. I have been advised that Kwantlen Polytechnic University’s Education Assistant certificate program will not consider applicants who have fewer than 100 hours of such experience. We expect applicants to have some related experience but do not specify a minimum number of hours.

The application procedures were clarified. Applicants now have a link to apply online and the additional documents required for their complete application are clearly articulated. The personal statement questions have been removed from the calendar. These have historically been subject to change and cannot be changed when published in the calendar.

A section on continuance in the program was added. It lets applicants know that they have to maintain a GPA of 2.00 for practicum placement and graduation. All HSER and SOWK courses will

now require a C or better and students who are not making satisfactory process may be required to withdraw. The calendar currently says that all 'core courses' must be completed with a C or better but then specifies four courses in the Social Services diploma program. These changes will clearly indicate which courses must be completed with a C or better.

Practicum information is clarified and includes the following: admission to the program does not guarantee placement in a practicum and students are not guaranteed the practicum of their choice. Students are required to register for practicum on the campus closest to their practicum site. A GPA of 2.00 is required for practicum placement. Students who are on Academic Warning, Academic Probation, or subject to academic or non-academic student misconduct proceedings will not be permitted to register in the practicum.

A criminal record check completed through the Criminal Records Review Program (CRRP) is required before practicum placement. Record checks completed through the RCMP or local police detachments do not meet government requirements.

All program students must have successfully completed a Standard First Aid course prior to practicum placement.

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?  
There are learning outcomes related to Indigenous Peoples in SOWK 110, HSER 190, and HSER 192. Proposed revisions to HSER 195 will also include learning outcomes related to Indigenous Peoples.
5. Will additional resources be required? If so, how will these costs be covered? No
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? N/A
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? N/A
8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) N/A
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. N/A

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

**CWC comments and responses:**

- What would be required to have this recognized as an "Education Assistant" program? Is that being further pursued?

*There are no accreditation requirements or educational standards for Education Assistant (EA) programs in British Columbia. EAs are trained through a wide variety of private and public post-secondary institutions. The Community and School Support (CASS) sub-sector of Human Services Articulation, of which the UFV Social Work and Human Services is a member, has developed draft practice standards for Education Assistants. These standards are not binding on EAs but the sector is moving towards a common understanding of education and practice standards for EAs. A project already completed by the CASS sub-sector is a comparison of curriculum across public post-secondary institutions in BC. At this year's Human Services Articulation, it was agreed that BC public post-secondary institutions should work towards more commonality in curriculum and a consistent naming of the credential across institutions. UFV will continue to play an active role in this discussion. The name of the credential across BC at present is anything but uniform.*

*To this end, the School has been actively working towards making the focus of the program Education Assisting. Existing courses, including HSER 190 and HSER 192, have already been redeveloped to reflect this. HSER 195, currently under revision, will bring the program even closer in line with a focus on education assisting.*

- Additional rationale for increasing the entrance requirements for mature students from 3 credits to 9 credits should be provided. This program does not appear to have ever required 9 credits for mature students. Earlier versions (2003/04 to 2006/07 calendars) referred to the Social Services diploma entrance requirements (3 credits for mature students), and calendars since 2007/08 have specified 3 credits. Is it the intention to similarly increase the entrance requirements for the Social Services diploma? This may present an additional barrier for some mature students. OReg also indicates that it is no longer correct that these students "are not required to submit a high school transcript".

*As our memo points out, this change was made upon the recommendation of and information provided to the School by a retired Education Advisor. We also were unable to find an earlier calendar version which referred to it; however, it is the intention of the School to change this entrance requirement for all Human Services programs, including the Social Services diploma. We also confirmed by checking our registrations that this change will affect not a single student recently admitted to our programs.*

*As programs operating under the Faculty of Professional Studies, we believe that a student who completes a single elective course at the University with a grade of C- should not automatically be eligible for admission to one of our programs. The redundancy of this is demonstrated by the fact that the majority of our programs can be completed without being admitted. Ensuring that students complete 3 post-secondary courses prior to admission allows them to adjust to university education and sufficient time to acquire the volunteer experience that is required to be admitted. If OReg has indicated that it is no longer correct that 19 year olds and older are not required to provide a high school transcript, we recommend striking this sentence entirely.*

- #4 is not an entrance requirement.

*Agreed. Number 4 will be stricken from the calendar.*

- OReg may wish to provide additional feedback on the proposed entrance requirements.

*It is our understanding that feedback should be provided during the period of campus wide consultation.*

- Basis for admission decision: point rating scale should be provided.

*The School confirmed with the Dean of Professional Studies that this information should not appear on the School's website. It may, in fact, be exempt from disclosure under the Freedom of Information and Protection of Privacy Act. Given that applicants make a self-report, providing them with all of the information they require in order to report a score high enough to be admitted would undermine the admissions procedure we have not changed. Applications are evaluated by two faculty members independently and the average score is used. Applicants whose two scores are more than 10 points apart are assessed by a third rater and these three scores are averaged.*

- More details should be provided concerning how “students’ readiness for practicum” is assessed.

*We do not believe that the University Calendar is the place for this information to be provided. In the past, faculty members have assessed and prepared students for practicum readiness. In future, this will be done by the Practicum and Internship Coordinator. This is not a change in our current practice. The School offers professional education, requiring more than academic knowledge. Students must demonstrate professional suitability (see the*

*Accreditation Standards for Social Work, for example), which is not something easily described in a sentence or two. Graduates of this program work with the most vulnerable children and adults in our society, some of whom are unable to communicate verbally and protect themselves from harm. In addition to mandatory criminal record checks, the School needs to be sure that our students do no harm when working with vulnerable individuals with whom they interact.*

~~Academic Calendar Winter/Summer 2019~~

~~Social Work and Human Services~~

~~[ufv.ca/swhs](http://ufv.ca/swhs)~~

## **~~Community Support Worker certificate~~**

~~This program prepares students to work with children and adults with disabilities. Graduates are employed as Education Assistants in schools, in residential settings, and other community support roles. Education Assistants work under the supervision of classroom teachers to support students' academic goals, address behavioural issues, and assist with personal care.~~

~~The program focuses on knowledge and skills needed by front line workers in school and community settings, including professional ethics and standards, the history of service delivery, philosophies of helping, adaptive technologies, communications, and creating inclusive communities.~~

~~The program can be taken on a full or part time basis.~~

### **~~Transfer~~**

~~Some courses in the Community Support Worker certificate will apply to the [Social Services diploma](#), and many courses can be used towards other diploma and degree programs.~~

### **~~Entrance requirements~~**

- ~~1. Demonstrated suitability for working with people with disabilities is required. Evidence of this could include volunteer work in classroom settings with children or in the community with adults with disabilities.~~
- ~~2. Secondary school graduation or equivalent (ABE Provincial, Advanced, or GED), or satisfactory demonstration in terms of undertaking university-level work. Students 19 or older who have completed at least three university-level credits that can be applied to the program at the time of application do not require a high school transcript.~~
- ~~3. Meet the prerequisites for [CMNS 125](#) or [ENGL 105](#).~~
- ~~4. Complete and include all documentation (see How to apply below).~~

~~Students who do not meet these requirements might consider [Qualifying Studies](#).~~

### **~~When to apply~~**

~~Applications are accepted for entrance to the Fall semester only. For application deadlines, see [Specific intake application process](#).~~

## **How to apply**

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

### **Additional documents required for a complete application:**

- Proof of B.C. secondary school graduation or equivalent (see Entrance requirements).
  - Evidence of having met the prerequisite for [CMNS 125](#) or [ENGL 105](#).
  - Official transcript (or interim transcript) from all other previous post-secondary institutions showing grade/course achievement. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section for details.
  - An additional application information form detailing all your past work and volunteer experience and education (include social services related and other).
  - A personal statement indicating why you want to enter the program and what has brought you to this career choice. Please refer to the kinds of experiences you have had in this field, either paid or volunteer. This statement must be at least 250 words and not more than 500 words.
  - Two recent satisfactory letters of references from past employers, teachers, or volunteer supervisors who can comment on your suitability to work with people in the social services field. These must be on reference forms available from the School either online or in person at UFV.
2. Upon admission to the program, you will be provided with registration information. A deposit is required prior to registration (see the [Fees and Other Costs](#) section) and will be applied toward tuition fees.

## **Basis for admission decision**

1. All complete applications received by January 31 will be reviewed. Applications received after this date will be reviewed if space permits.
2. Professional suitability of applicants will be assessed using a point rating system. Points are awarded for past academic performance, all work or volunteer experience (social services or other), demonstrated writing ability, reference letters, and a personal statement. Admission will be granted on a first-qualified, first-served basis to those who score above the required threshold.
3. Only those who submit complete applications and score above the required threshold will be considered.

If the program is full, qualified students will be placed on a temporary waitlist. If a space becomes available before September 1, students will be contacted. After September 1, the waitlist is void.

## **Fees and additional costs**

~~See the Fees and Other Costs section. Courses numbered HSER 190, 192, 195, and 196 are offered on a cost-recovery basis with higher tuition fees. In addition to tuition and required textbooks, there will be other expenses as well, including criminal record checks and travel to and from practicum sites.~~

## **Academic regulations**

~~See the Social Services diploma section for details.~~

## **Practicum regulations**

~~A GPA of 2.00 is required for practicum placement. Students' readiness for practicum will be individually assessed based on their knowledge, skills, attitudes, and behaviour. Placement into practicum is at the discretion of the instructor. A criminal record check completed through the Ministry of Public Safety and Solicitor General is required before practicum placement. Students must be 19 years of age or older to undertake a practicum.~~

~~Students wanting a certain type of practicum may be required to complete a block practicum in May and June (six to eight weeks full-time). Students currently working in the field may be able to apply for Prior Learning Assessment for part of the practicum. See the Program Advisor for more information. Students can enhance their certificate by completing continuing education courses in sign language, computer skills, food safety, and other relevant support skills.~~

~~Note: A valid first aid certificate is required for practicum placement.~~

## **Undergraduate continuance**

~~See the Academic standing and undergraduate continuance section of the academic calendar. Academic standing is governed by UFV's Undergraduate Continuance policy (92).~~

## **Application to the Social Services diploma**

~~Some of the Community Support Worker certificate courses may apply toward the Social Services diploma program.~~

~~Students who would like to apply to the Social Services diploma program, on either a full- or part-time basis, must apply to that program on or after October 1 for the following September start. Students must submit a UFV application and a letter requesting permission from the School to be admitted to the diploma program.~~

## **Program outline**

### **Semester I**

| <b>Course</b>       | <b>Title</b>                                                                | <b>Credits</b> |
|---------------------|-----------------------------------------------------------------------------|----------------|
| <del>CMNS 125</del> | <del>Communicating Professionally to Academic and Workplace Audiences</del> | <del>3</del>   |
| <del>HSER 120</del> | <del>Introduction to Interpersonal Communications</del>                     | <del>3</del>   |
| <del>HSER 127</del> | <del>Practicum Seminar</del>                                                | <del>1</del>   |
| <del>HSER 190</del> | <del>Introduction to Community and School Support</del>                     | <del>3</del>   |
| <del>SOWK 110</del> | <del>Introduction to Social Work and Human Services</del>                   | <del>3</del>   |
| <del>SOWK 225</del> | <del>Human Behaviour and the Social Environment</del>                       | <del>3</del>   |
| <del>Total</del>    |                                                                             | <del>16</del>  |

### **Semester II**

| <b>Course</b>                    | <b>Title</b>                                           | <b>Credits</b> |
|----------------------------------|--------------------------------------------------------|----------------|
| <del>HSER 192</del>              | <del>Supporting Students in Schools</del>              | <del>3</del>   |
| <del>HSER 195</del>              | <del>Relationships and the Community</del>             | <del>3</del>   |
| <del>HSER 131</del>              | <del>Practicum</del>                                   | <del>6</del>   |
| <del>HSER 196</del>              | <del>Personal Care for Persons with Disabilities</del> | <del>3</del>   |
| <del>Total</del>                 |                                                        | <del>15</del>  |
| <del>Total program credits</del> |                                                        | <del>31</del>  |

### **Course listings**

~~HSER 196 is offered on the Chilliwack campus only. For complete details on courses see the [course descriptions](#) section.~~

[Academic Calendar Fall 2020](#)

[SOCIAL WORK AND HUMAN SERVICES](#)

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

## **School and Community Support Worker certificate**

This one-year, 31-credit program prepares students to work with children and adults with diverse abilities. Under the supervision of classroom teachers, graduates work in schools as Education Assistants to support students' academic goals, address behavioural issues, and assist with

personal care. Working in community and residential settings, graduates work with clients to develop and facilitate goals that increase community inclusion and support daily living activities.

The program can be taken on a full- or part-time basis. Part-time students may enroll in any available program course provided they meet the stated prerequisite and there is space. Part-time students may not be able to access all required courses in sequence. Qualifying Studies students and students in other programs may be able to enroll in some required courses if they meet the stated prerequisite and there is space.

Some credits transfer to the Social Services Worker diploma program. Consultation with an Academic Advisor is recommended.

Assessment of prior learning is available for qualified students.

## Entrance requirements

### 1. One of:

Secondary school graduation or equivalent (e.g., BC Adult Graduation Diploma or GED) with an overall C average.

Or

Successful completion of at least nine university-level credits that are required by the SCSW Certificate program with a minimum GPA of 2.0.

2. Completion of the prerequisites for CMNS 125 or ENGL 105.
3. Demonstrated ability to work with people with diverse abilities is required. Evidence of this may include volunteer and/or paid work in classroom settings with children or in the community with children or adults. This is demonstrated through submission of the Additional Applicant Information Form (see below).

Documents required for a complete application:

- Official high school transcript;
- Official transcript from any post-secondary institutions attended. Official transcripts must be sent directly to UFV from the originating institution;
- An Additional Application Information Form detailing related education, work, and volunteer experience, including a personal statement of at least 250 but no more than 500 words (available at [ufv.ca/registrar/forms](http://ufv.ca/registrar/forms));
- Two recent, satisfactory letters of reference from employers, teachers, or volunteer supervisors who are qualified to comment on the applicant's ability to work with people of diverse abilities. These must be on reference forms available on the UFV School of Social Work and Human Services' website.

Note: Please see the **Practicum information** section below.

## When to apply

Admission to the program is for the Fall semester. For application deadlines, see **Specific intake application process**.

## How to apply

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

## Basis for admission

1. All complete applications received by January 31 will be reviewed.
2. Professional suitability of applicants will be assessed using a point rating system. Up to 30 points are awarded for each of academic performance, related volunteer and/or work experience, and a personal statement, including an assessment of writing ability; and up to 10 points for two reference letters. Admission will be granted on a first-qualified, first-served basis to those who score above the required threshold.
3. Only those who submit complete applications and score above the required threshold will be considered.

## Residency

Students are required to complete a minimum of 31 credits. At least 50% of these must be completed at UFV.

## Program continuance

Students must maintain a **PGPA** of 2.00 to be considered for practicum placement and graduation.

All HSER and SOWK required courses must be completed with a grade of C or better. Students who are not making satisfactory progress **will** be required to withdraw from the program.

Unsatisfactory progress includes but is not limited to:

- Being placed on academic warning or probation for academic misconduct
- Failing two or more required courses in one semester
- Failing a required course twice
- Failing to achieve the minimum grade of C in a required course twice
- Failing a practicum
- Failing to maintain a 2.00 PGPA

### Undergraduate continuance

See the **Academic standing and undergraduate continuance** section of the academic calendar. Academic standing is governed by UFV's **Undergraduate Continuance policy (92)**.

### Program duration

Students may elect to take this program on either a full- or part-time basis. Students have a maximum of four years to complete the program under the requirements that were in place at the time they were admitted to the program.

### Fees and additional costs

See the **Fees and other costs** section. In addition to tuition and required textbooks, there will be other expenses, including criminal record checks, and travel to and from practicum sites.

### Practicum regulations

Admission to the program does not guarantee placement in a practicum and students are not guaranteed the practicum of their choice. Students are required to register for the practicum course on the campus closest to their practicum. A PGPA of 2.00 is required for practicum placement. Students who are on Academic Warning or Academic Probation or subject to academic or non-academic student conduct proceedings will not be permitted to register in the practicum.

The Practicum and Internship Coordinator will assess students' readiness for practicum on their knowledge, skills, and professionalism. Each practicum requires a minimum of 200 hours (two to four days per week for 13 to 15 weeks). Concurrent with the practicum, students attend mandatory seminar classes.

A criminal record check completed through the Criminal Records Review Program (CRRP) is required before practicum placement. Record checks completed through the RCMP or local police detachments do not meet BC government requirements.

Prior to practicum placement, all students are required to have a valid first aid certificate (Red Cross Basic Life Support, Occupational First Aid Level 1, or St. John Ambulance Standard First Aid).

## Program outline

### Semester I

| <u>Course</u>      | <u>Title</u>                                                            | <u>Credits</u> |
|--------------------|-------------------------------------------------------------------------|----------------|
| <u>CMNS 125</u>    | <u>Communicating Professionally to Academic and Workplace Audiences</u> |                |
| <u>or ENGL 105</u> | <u>Academic Writing</u>                                                 | <u>3</u>       |
| <u>HSER 120</u>    | <u>Interpersonal Communications for Human Services</u>                  | <u>3</u>       |
| <u>HSER 190</u>    | <u>Introduction to Community and School Support</u>                     | <u>3</u>       |
| <u>SOWK 110</u>    | <u>Introduction to Social Work and Human Services</u>                   | <u>3</u>       |

|                                    |                                                                   |                          |
|------------------------------------|-------------------------------------------------------------------|--------------------------|
| <a href="#"><u>SOWK 225</u></a>    | <a href="#"><u>Human Behaviour and the Social Environment</u></a> |                          |
| <a href="#"><u>or PSYC 250</u></a> | <a href="#"><u>Introduction to Developmental Psychology</u></a>   | <a href="#"><u>3</u></a> |

**Semester II**

| <a href="#"><u>Course</u></a>   | <a href="#"><u>Title</u></a>                                                    | <a href="#"><u>Credits</u></a> |
|---------------------------------|---------------------------------------------------------------------------------|--------------------------------|
| <a href="#"><u>HSER 131</u></a> | <a href="#"><u>Practicum</u></a>                                                | <a href="#"><u>7</u></a>       |
| <a href="#"><u>HSER 192</u></a> | <a href="#"><u>Supporting Students in Schools</u></a>                           | <a href="#"><u>3</u></a>       |
| <a href="#"><u>HSER 195</u></a> | <a href="#"><u>Relationships and the Community</u></a>                          | <a href="#"><u>3</u></a>       |
| <a href="#"><u>HSER 196</u></a> | <a href="#"><u>Personal Care for Persons with Disabilities (see Note 4)</u></a> | <a href="#"><u>3</u></a>       |

Note 4: HSER 196 is offered on the Chilliwack campus only.

## **Course listings**

For complete details on courses see course descriptions section.

[Return to main Social Work and Human Services page](#)

**Memo for Program Changes**

To: UEC

From: Dr. Kirsten Robertson, HR/OB Area Chair, School of Business, and Dr. Frank Ulbrich, Director, School of Business

Date: May 15, 2019

**Subject: Program change – Human Resource Management (HRM) major**

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

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

2. Rationale for change(s):

Workplace communication is often a problem for HR practitioners, as in being able to communicate clearly (not in HR jargon) and accurately to multiple audiences. This course would give BBA HR students the opportunity to build communication skills. Some of the current HR courses (core and elective) touch on issues around the multi-generational workplace, but currently there is no course that deals specifically with this issue. Adding CMNS 380 as an elective would give BBA HR students the opportunity to learn more about this issue and workplace strategies for managing it.

The CMNS 380 pre-requisites are 45 credit hours including CMNS 251 (Professional Report Writing). CMNS 251 is already a required course in the BBA, so HR students could take CMNS 380 as an elective without having to take any additional courses. The addition of CMNS 380 as an elective would also provide HR students with another valuable opportunity to learn about the world and organizations from the perspectives of other disciplines.

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?

One of the current learning outcomes for CMNS 380 is: "Incorporate concepts of cultural diversity, Indigenization, and associated world views in multigenerational contexts"

Therefore, adding CMNS 380 to the HR major curriculum will provide students with further exposure to Indigenous perspectives.

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

No additional resources are required.

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

Students will have additional options for courses in completing their major. We do not expect a change to enrolment in the program.

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

We do not anticipate that any resources will be necessary to accommodate the program change.

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.

There are currently 67 students who have declared HR as their major. We expect a subset of those students to be interested in taking CMNS 380 as an elective. We have included a memo from the College of Arts, which expresses their support for the proposed change, and confirms that budgetary implications have been considered and addressed.

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.

We have attached a memo from Tracy Ryder Glass, Dean of Professional Studies, confirming that the budgetary implications have been considered and will be addressed within the faculty budget.



**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 Human Resource Management Major (School of Business BBA program)**

**Date: May 13, 2019**

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The School of Business proposes revisions to the Human Resource Management (HRM) major to include course CMNS 380 as an elective course.

Consultation has occurred with the College of Arts.

Budgetary implications have been considered and are supported within the School of Business and Faculty of Professional Studies budgets.

A handwritten signature in black ink, appearing to read "Tracy Ryder Glass".

**From:** [Samantha Pattridge](#)  
**To:** [School of Business Directors Office](#); [Jacqueline Nolte](#)  
**Cc:** [Nicole Klassen](#); [Kirsten Robertson](#); [Kelly Gardner](#); [Tracy RyderGlass](#)  
**Subject:** Re: Memo Required for Changes to the HRM Major  
**Date:** May-08-19 8:08:29 PM

---

Hi Frank,

In Jacqueline's absence, I think it is safe to say that we are pleased with this addition to the HRM Major. CMNS 380 will provide valuable cross-generational communication understanding to your students. The course is offered at least every two years and could be offered more frequently if there is enough demand.

Best,

Samantha

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**From:** School of Business Directors Office <busido@ufv.ca>  
**Date:** Wednesday, May 8, 2019 at 2:13 PM  
**To:** Jacqueline Nolte <Jacqueline.Nolte@ufv.ca>  
**Cc:** Samantha Pattridge <Samantha.Pattridge@ufv.ca>, Nicole Klassen <Nicole.Klassen@ufv.ca>, Kirsten Robertson <Kirsten.Robertson@ufv.ca>, Kelly Gardner <Kelly.Gardner@ufv.ca>, Tracy RyderGlass <Tracy.RyderGlass@ufv.ca>  
**Subject:** Memo Required for Changes to the HRM Major

Dear Jacqueline,

The School of Business plans implementing a change to its HRM major. For your reference, I attach a draft of the proposed change as well as a draft memo explaining the proposed change.

The proposed change is for the [inclusion of CMNS 380 to the list of elective courses](#).

I envision no significant impact on your enrollment numbers/budget. A few students will probably use this option and it could contribute to filling classes/adding demand in your area.

According to item #9 on the Memo for Program Changes template, I kindly ask you to provide a memo to confirm that budgetary implications have been considered and addressed.

I look forward to your response by May 17, 2019.

Best regards,  
Frank

## Human Resource Management major

### Human Resource Management electives

Four upper-level business electives for the Human Resource Management major must be chosen from the following list.

| Course  | Title                                                      | Credits |
|---------|------------------------------------------------------------|---------|
| BUS 307 | Selected Topics in Organizational Behaviour                | 3       |
| BUS 308 | Selected Topics in Organization Theory                     | 3       |
| BUS 309 | Selected Topics in Human Resource Management               | 3       |
| BUS 377 | Cooperative Enterprises                                    | 3       |
| BUS 378 | Organizational Culture, Climate, and Change                | 3       |
| BUS 379 | Cross-Cultural Management                                  | 3       |
| BUS 400 | Business and Society                                       | 3       |
| BUS 407 | Gender and Diversity in Organizations                      | 3       |
| BUS 408 | Teamwork in Organizations                                  | 3       |
| BUS 417 | Performance Evaluation and Management (previously offered) | 3       |

|                 |                                                          |          |
|-----------------|----------------------------------------------------------|----------|
| BUS 419         | Strategic Human Resource Planning (previously offered)   | 3        |
| BUS 423         | Services Marketing                                       | 3        |
| BUS 430         | Management of Innovation                                 | 3        |
| BUS 477         | Fair Trade and Ethical Consumption                       | 3        |
| BUS 478         | Work Spaces, Built Places                                | 3        |
| BUS 492         | Directed Studies                                         | 3        |
| CMNS 345        | Instructional Skills for the Workplace                   | 4        |
| <u>CMNS 380</u> | <u>Communicating in the Cross-Generational Workplace</u> | <u>3</u> |
| CMNS 445        | Facilitating Skills for the Workplace                    | 4        |

**Memo for New Course**

To: CACC, CAC, CWC, UEC, Senate

From: Ghizlane Laghzaoui, Department Head, Modern Languages Institute

Date: July 12, 2019

**Subject: Proposal for new course (HALQ 301, 302)**

1. Rationale for new course: *The Modern Languages Institute presently offers courses at the beginner and intermediate levels in Halq'émeylem. However, requests from students, from teachers of Halq'émeylem in various school districts and from the Sto:lo community have been increasing due to the urgency of revitalizing Halq'emeylem. At the same time, they've been advocating for a higher fluency in Halq'émeylem.*
2. How this new course fits into program(s): *These courses will be required courses in the forthcoming Advanced Proficiency Certificate in Halq'émeylem and graduate certificate and diploma in Halq'émeylem. These programs are/will be submitted for review by the various approval bodies.*  
*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): *These courses were developed to meet the needs of the forthcoming Advanced Proficiency Certificate in Halq'émeylem.*
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? *Halq'emeylem instructors and French linguistics instructor have been consulted. They also participated in the design of these two courses.*
6. If a new discipline designation is required, explain why: *N/A*
7. What consideration has been given to indigenizing the curriculum? *The advanced proficiency certificate in Halq'émeylem is evidently centred on the Sto:lo language, culture and worldview.*
8. If this course is not eligible for PLAR, explain why: *PLAR cannot be awarded for this course because this course is looking at structural foundation of Sxwoxwiyam and Sqweqwel and their rhetorical devices such as metaphor, repetition, use of parallel lines, alliteration etc. The linguistic specificities of Halq'emeylem are somewhat different from the sister languages.*
9. Explain how each of the following will affect the budget for your area or any other area:
  - a. Credit value – *consistent with all MOLA upper-level courses*
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)

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

11. Estimate of the typical costs for this course, including textbooks and other materials: *\$100+*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2020  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2025  
 Course outline form version: 05/18/2018

## 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> HALQ 301                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                          |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Course Full Title:</b> Advanced Upriver Halq'eméylem I<br><b>Course Short Title:</b> Adv. Upriver Halq'eméylem I<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> Modern Languages                                                                                                                                                                                                                                                                               |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Calendar Description:</b><br>Students will develop their linguistic skills and mastery of Upriver Halq'eméylem at an advanced level. They will review and expand their knowledge of syntax, phonology, semantics, and lexicology with respect to Upriver Halq'eméylem and Stó:lô worldview.                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | HALQ 202 or instructor's permission.                                                                                                                                                                                                                                                                                                            |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <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: <b>NONE</b><br>Cross-listed with: <b>NONE</b><br>Dual-listed with: <b>NONE</b><br>Equivalent course(s): <b>NONE</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> <i>(Double-click on boxes to select.)</i><br>This course is offered with different topics:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</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" 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 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                                                                                                                                                                                                                                                                                                                           | 45 | Tutorials/workshops |  | 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 |  |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 45        |                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 15        |                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| 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>Maximum enrolment (for information only):</b> 15<br><b>Expected Frequency of Course Offerings:</b><br>Annually <i>(Every semester, Fall only, annually, etc.)</i>                                                                                                                                                                            |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Department / Program Head or Director:</b> Ghizlane Laghzaoui                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> July 12, 2019                                                                                                                                                                                                                                                                                                             |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b> September 13, 2019                                                                                                                                                                                                                                                                                                        |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> September 13, 2019                                                                                                                                                                                                                                                                                                        |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of posting:</b> October 11, 2019                                                                                                                                                                                                                                                                                                        |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> October 25, 2019                                                                                                                                                                                                                                                                                                        |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |

HALQ 301

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## Learning Outcomes:

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

- Demonstrate expanded syntactic knowledge within Upriver Halq'eméylem sentence pattern.
- Read and write various sentence patterns.
- Develop short compositions in Upriver Halq'eméylem.
- Orally apply basic Upriver Halq'eméylem syntactical structures in short conversational dialogues.
- Use near non-visible demonstratives; singular, plural, grammatical gender.
- Distinguish linguistic differences between Upriver Halq'eméylem and English.
- Develop advanced skills in the phonology and semantics of URH
- Demonstrate in-depth knowledge of Stó:lô worldview.

## Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because although a few sister languages of Halq'eméylem are similar in some aspects to Upriver Halq'eméylem, they are quite different linguistically. Only those studying the language formally will be able to achieve the learning outcomes for this course.

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

Lecture, presentations, online instruction, field trips, guest lecturers, Accelerated Integrated Methodology (AIM), interlinear glossing techniques

**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. Galloway, Brent         | The Structure of Upriver Halq'eméylem, A Grammatical Sketch and Classified Word List for Upriver Halq'eméylem | <input type="checkbox"/>            | Coqualeetza Education Training Centre | 1980<br>a |
| 2. Galloway, Brent         | Upriver Halkomelem Dictionary                                                                                 | <input checked="" type="checkbox"/> | University of California Press        | 1991      |
| 3. Russell, Susan          | Talking in Halq'eméylem: Documenting Conversation in an Indigenous Language                                   | <input type="checkbox"/>            | UBC Working Papers in Linguistics     | 2017      |
| 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: | 10% | Field experience: | % | Portfolio:    | 15%  |
| Midterm exam:  | 15% | Project:     | 20% | Practicum:        | % | Presentation: | 10%  |
| Quizzes/tests: | 10% | Lab work:    |     | Shop work:        | % | Total:        | 100% |

**Details (if necessary):** Midterm and final exams will assess both oral and written skills

## Typical Course Content and Topics

- Reviewing syntax from URH Certificate Proficiency
- Reviewing and expanding on phonology and semantics of URH
- Reviewing and expanding various sentence structures in various contexts whilst applying interlinear glossing
- Using learned syntax to create written sample sentences.
- Creating short personal paragraphs of daily living.
- Practicing the syntax shift between first, second, and third person.
- Practicing conversational dialogue for daily activities.
- Social-cultural connections to land and people



ORIGINAL COURSE IMPLEMENTATION DATE: September 2020  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2025  
 Course outline form version: 05/18/2018

## 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> HALQ 302                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                  |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Course Full Title:</b> Advanced Upriver Halq'eméylem II: Introduction to Storytelling<br><b>Course Short Title:</b> Adv. Upriver Halq'eméylem II<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> Modern Languages                                                                                                                                                                                                                                                                                                       |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Calendar Description:</b><br>Students will be introduced to written and oral format of Sxwoxwiyam vs Sqweqwel and will explore and apply the rhetorical devices such as metaphor, repetition, use of parallel lines, whilst examining social-cultural connections to land and people.                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                         |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | HALQ 301 or instructor's permission.                                                                                                                                                                                                                                                                                                                                    |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <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: <b>NONE</b><br>Cross-listed with: <b>NONE</b><br>Dual-listed with: <b>NONE</b><br>Equivalent course(s): <b>HALQ 220</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> <i>(Double-click on boxes to select.)</i><br>This course is offered with different topics:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</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="http://bctransferguide.ca">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" 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 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                                                                                                                                                                                                                                                                                                                                                   | 45 | Tutorials/workshops |  | 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 |  |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 45        |                                                                                                                                                                                                                                                                                                                                                                         |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                         |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 15        |                                                                                                                                                                                                                                                                                                                                                                         |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                         |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| 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>Maximum enrolment (for information only):</b> 15<br><b>Expected Frequency of Course Offerings:</b><br>Annually <i>(Every semester, Fall only, annually, etc.)</i>                                                                                                                                                                                                    |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Department / Program Head or Director:</b> Ghizlane Laghzaoui                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> July 12, 2019                                                                                                                                                                                                                                                                                                                                     |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b> September 13, 2019                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> September 13, 2019                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of posting:</b> October 11, 2019                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> October 25, 2019                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |

HALQ 302

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## Learning Outcomes:

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

- Demonstrate advanced oral and written proficiency in the Halq'eméylem language
- Choose from and adapt those traditional narrative forms in composing their own narratives in written and oral presentations, for a variety of topics.
- Compose a series of short written narratives that demonstrate a gradually increasing length and complexity,
- Comprehend the traditional story-telling forms in the Halq'eméylem language, including discourse markers, story structure, and formal elements (e.g. Introductions, closings, and quotative marking).
- Correctly use the structural foundation of Sxwoxwiyam (origin stories) and Sqweqwel (current events) and their rhetorical devices such as metaphor, repetition, etc.
- Demonstrate advanced knowledge of the Stó:lō worldview (meta-awareness and metacognition).
- Use literary devices such as stanzas in an oral presentation of a short story.
- Use proper protocol, copyright and publishing rights for materials.
- Listen to, view, and read creative works with visual and contextual support.

## Prior Learning Assessment and Recognition (PLAR)

☐ Yes      ☒ No, PLAR cannot be awarded for this course because this course is looking at structural foundation of Sxwoxwiyam and Sqweqwel and their rhetorical devices such as metaphor, repetition, use of parallel lines, alliteration etc.

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

Lecture, presentations, online instruction, field trips, guest lecturers

**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. Mayer, Mercer           | A Boy, a Dog, and a Frog             | <input checked="" type="checkbox"/> | Dial Books                     | 2003 |
| 2. Galloway, Brent         | Dictionary of Upriver Halkomelem     | <input checked="" type="checkbox"/> | University of California Press | 2009 |
| 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: | 25% | Field experience: | % | Portfolio:    | %    |
| Midterm exam:  | 15% | Project:     | 20% | Practicum:        | % | Presentation: | 10%  |
| Quizzes/tests: | 10% | Lab work:    |     | Shop work:        | % | Total:        | 100% |

**Details (if necessary):** Midterm and final exams will assess both oral and written skills

## Typical Course Content and Topics

- Structural foundation of Sxwoxwiyam (origin stories) and Sqweqwel (current events).
- Traditional narrative forms
- Canadian copyright, Indigenous protocol, and Canadian publishing.
- Social-cultural connections to land and people.
- Written and oral aspects of Sxwoxwiyam and Sqweqwel
- Short story and visuals
- Oral presentation of a composed short story.
- Social-cultural connection to the land in a provided story.

**Memo for Program Changes**

To: CACC, CAC, CWC, UEC, Senate

From: Ghizlane Laghzaoui, Department Head, Modern Languages Institute

Date: July 12, 2019

**Subject: Advanced Proficiency Certificate in Halq'émeylem**

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

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

2. Rationale for change(s):

The Modern Languages Institute presently offers courses at the beginner and intermediate levels in Halq'émeylem. However, requests from students, from teachers of Halq'émeylem in various school districts and from the Sto:lo community have been increasing due to the urgency of revitalizing Halq'émeylem. At the same time, they've been advocating for a higher fluency in Halq'émeylem. An advanced proficiency certificate will answer this call by adding two new courses HALQ 301 (new course) and HALQ 302 (previously HALQ 220).

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

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

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

The advanced proficiency certificate in Halq'émeylem is evidently centred on the Sto:lo language, culture and worldview.

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

Yes. Two new courses, HALQ 301 and 302, will be developed and will need additional teaching resources. An increase of two sections per academic year has been requested. A permanent half-time (4/7) faculty was hired, effective August 1, 2019, to teach HALQ courses.

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

Students with an intermediate proficiency certificate will be able to further their knowledge of the language and improve their fluency. We are expecting an increase in enrolments in the program that would serve the efforts to revitalize Halq'émeylem. Also, the advanced proficiency certificate will be a prerequisite for a graduate certificate and diploma.

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

No

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

Timetabling changes

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.

Attached.

## Proficiency certificates in Modern Languages

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

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

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

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

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

### Intermediate Proficiency associate certificates

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

#### French

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

#### German

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

#### Halq'eméylem

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

### Japanese

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

### Mandarin

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

### Russian

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

### Spanish

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

## Advanced Proficiency certificates

Advanced Proficiency certificates are currently available for the following languages:

### French

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

### Halq'eméylem

- Completion of the requirements for the intermediate certificate in Halq'eméylem, plus
- HALQ 301 and 302 with a minimum 2.33 GPA.

### Japanese

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

## Russian

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

## Spanish

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

## Residency

At least 25% of the course work must be completed at UFV.

## Graduation requirements

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

Students in any UFV program who meet the stated requirements of proficiency in a single language as outlined [above](#) may apply for the corresponding certificate or associate certificate by completing 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.

## Course listings

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

[Return to main Modern Languages page](#)



# MEMO

**To:** CACC / UEC  
**From:** Sylvie Murray, on behalf of Jacqueline Nolte  
**CC:** Ghizlane Laghzaoui, Head, Modern Languages  
**Date:** July 7, 2019  
**Re:** Budget Implications for Advanced Proficiency Certificate in Halq'eméylem

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The Dean is in support of the addition of an advanced proficiency certificate in Halq'eméylem as proposed by Modern Languages, and has considered budgetary implications. The hiring of a permanent half-time (4/7) faculty to teach HALQ courses (effective August 1, 2019) is evidence of our commitment to the delivery of programming in Halq'eméylem.

**GDP Course and Program Revisions**  
**September 12, 2019**

**GD Course Revisions**

*Add reference to Adobe skill development and computer skills:*

GD157 Graphic and Digital Design I

GD159 Graphic and Digital Design II

*Add prerequisites GD157 and GD159:*

GD316 Print and Digital Production

**GD Interactive Design Course Revisions**

| <b>Courses</b>                                    | <b>Revised Name</b>                                  | <b>Learning Outcome Revisions</b>                                                                                                                                                                                                                  | <b>GDD Major Program Change</b>                                                     |
|---------------------------------------------------|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| GD202 Interactive Design I                        | Interactive Design I: Foundations in Web Design      | <ul style="list-style-type: none"> <li>– Greater emphasis on prototyping, web design skills and web typography</li> <li>– Removed higher-level user experience learning outcomes</li> </ul>                                                        | N/A                                                                                 |
| GD204 Interactive Design II                       | Interactive Design II: Web Development for Designers | <ul style="list-style-type: none"> <li>– Increased focus on the designer/developer relationship</li> <li>– Added CMS (content management systems) and customization.</li> <li>– Increased emphasis on CSS (web typography).</li> </ul>             | N/A                                                                                 |
| *GD254 Typography II                              | No change                                            | <ul style="list-style-type: none"> <li>– Removed web type skill development (now integrated in GD202 and GD204).</li> <li>– Increased emphasis on critical thinking, writing, and reasoning.</li> </ul>                                            | N/A                                                                                 |
| *GD302 Interactive Design III: Applied Web        | No change                                            | No change                                                                                                                                                                                                                                          | GD302 becomes optional reducing the “Creative Practice” requirements from 54 to 51. |
| GD358 Interactive Design for Portfolio            | No change                                            | – Shift to a design focus with an emphasis on portfolio content, digital experiences and case studies                                                                                                                                              | N/A                                                                                 |
| *Add one new course: GD304 User Experience Design |                                                      | <ul style="list-style-type: none"> <li>– Responds to industry expectations and the need for more criticality within the interactive design curriculum</li> <li>– includes the higher-level user experience learning outcomes from GD202</li> </ul> | Add to “Theory, Criticality, and Context” requirements from 15 to 18.               |

*\* Courses in the GDD Major (implementation 2020/21)*

**GDPC Course and Program Revisions**  
**September 12, 2019**

**Revisions to the GDD Major**

- Updated to replace GD361 with GD461
- Make GD302 optional: Students take either GD302 or GD403, reducing the “creative practice dimension to 51 from 54 credits
- Add GD304 and add to the “Theory, Criticality, and Context” dimension (revised from 15 to 18 required credits)
- Revise the number of credits within each degree dimension

**Program Review Action Plan: Dean’s Summary, July 29, 2019:**

**Recommendation:** *Increase the program’s focus on soft skills. Rely less on static specialized skills, such as coding, and include more critical thinking and interpersonal skills in the curriculum design*

**Action:** By fall 2020, the department will make critical thinking, collaboration, team theory, and interpersonal skill development explicit in lectures, during active learning, and within course syllabi and project briefs.

Beginning now and culminating in 2020, the department will engage external experts to assess and provide recommendations on curriculum, delivery, and competencies. Already this past May, the department has developed an interactive design think tank to review GDD’s interactive design stream and to make recommendations. *This fall, GDD faculty will revise the interactive design course outlines, consult further and seek approval for the revamped interactive design stream.*

Between 2019 and 2021, the department will: review program learning outcomes and current curriculum maps; participate in design educators’ discussion groups and events to gain new insight, research, and classroom resources; identify GD courses and develop projects that instill criticality and human centred design (HCD); create a term map identifying criticality and HCD major projects The department will ensure designers’ responsibility in activating behaviours and designed experiences.

**Interactive Design Stream, Rationale for Change**

**Interactive design industry feedback (Think Tank May 2019):**

1. Revise course names so they reflect the focus
2. Place more emphasis on design and navigation
3. Increase the focus on user experience research methods
4. Scaffold user experience design learning outcomes within the interactive design stream
5. Integrate web typography throughout the interactive design stream (remove from GD254 Typography II)
6. Emphasize the thinking and strategy over the solution
7. Introduce project management earlier and integrate within projects
8. Introduce human centered design (HCD) principles in upper level courses
9. Place less emphasis on server-side scripting
10. Frame HTML, CSS, JS for designers. They need to speak the coding language and communicate with developers rather than engage in full development.

**GDPC Course and Program Revisions  
September 12, 2019**

***Industry and Alumni Survey Results (May 2018):***

Alumni: 34 respondents (survey pool of 82) – 35% are working in the creative industry where design is a core service and 56% are working as designers in organizations where design is not a core service (in-house)

- The three top ranked areas of specialization were print (74%), advertising (68%), and digital web (59%).
- 50% indicated they were not very confident and not at all prepared for working with digital interfaces (web, mobile).

Industry: 43 respondents (survey pool of 215) – 18 are based in the Fraser Valley, 17 in Vancouver, and 4 in other areas of BC

- Most important interactive design employee knowledge required (ranked):  
1. Website development (83%); 2. (tied) a) User experience UX, b) User interface design UI, and c) Wordpress (79%); 3. Content management systems (CMS) 69%; and, 4. Coding (66%)
- Most important overall employee knowledge required (ranked): 1. Brand identity (88%), 2. Digital interfaces for web and mobile (82%); and, 3. (tied) a) Advertising and promotion, b) Digital marketing.

**Memo for Course Changes**

To: Linda Pardy, Associate Dean College of Arts

From: Karin Jager, Department Head, Graphic and Digital Design

Date: September 12, 2019

**Subject: Proposal for revision of GD 254 Typography 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:

- Increased the focus on the conceptual and communicative aspects of typography, and reflection to support the development of critical thinking skills.
- Removed the technical web type learning outcomes and integrated them into GDD's interactive design stream as part of web design (GD202 and GD204).
- Added GD204 Interactive Design II: Web Development for Designers as a prerequisite, so students come in with web design skills that they can apply to transmedia typographic systems.

These revisions respond to GDD's program review action plan and address recommendations from external experts on GDD's interactive design curriculum, delivery, and competencies. Furthermore, they address gaps identified by GDD alumni and employers (evidenced in survey responses in 2018).

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): The changes are not substantial, however they provide greater alignment with the "systems level design" competencies (create branded experiences and design systems that span all media) in the GDD Major and "critical thinking" (analyze visual communication problems using critical thinking skills) in diploma and GDD major. *This course is new. It is part of the GDD Major and will be offered for the first time in Fall 2020.*
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)? GDD

6. What consideration has been given to indigenizing the curriculum? Consideration of indigenous audiences and appropriation will be discussed within the course. Faculty will continue to seek support from Teaching and Learning.
7. If this course is not eligible for PLAR, explain why:
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? Field trips are dependent on projects and delivery. The costs will be limited to public transportation.
10. Estimate of the typical costs for this course, including textbooks and other materials: \$ 900 (tuition fee, surcharge, and lab fee, and text books)



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2019  
**REVISED COURSE IMPLEMENTATION DATE:** January 2020  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2024  
**Course outline form version:** 05/18/2018

## 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> <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 and Digital Design                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                       |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Calendar Description:</b><br>Develop advanced skills in typography for transmedia design solutions. Analyze the conceptual and communicative aspects of typographic composition. Master typographic grids and hierarchies, explore expressive form and visual language, and integrate advanced typographic systems.                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                       |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | GD 154. Note: As of September 2020, prerequisites will change to: GD 154 and GD 204.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |
| <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> <i>(Double-click on boxes to select.)</i><br>This course is offered with different topics:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i><br><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 type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><b>Transfer Credit</b><br>Transfer credit already exists: <i>(See <a href="http://bctransferguide.ca">bctransferguide.ca</a>.)</i><br><input checked="" 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><br><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> 24<br><b>Expected Frequency of Course Offerings:</b><br>Annually <i>(Every semester, Fall only, annually, etc.)</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;">20</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">20</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></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 | 20 | Tutorials/workshops | 20 | Supervised laboratory hours | 20 | Experiential (field experience, practicum, internship, etc.) |  | Supervised online activities |  | Other contact hours: |  | <b>Total hours</b> | <b>60</b> |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                       |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                       |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                       |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                       |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |
| 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>Department / Program Head or Director:</b> Karin Jager                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Date approved:</b> September 2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Date approved:</b> October 2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                       |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Date approved:</b> October 2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                       |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Date of posting:</b> October 18, 2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                       |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Date of meeting:</b> October 25, 2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                       |    |                     |    |                             |    |                                                              |  |                              |  |                      |  |                    |           |

GD 254

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:

- Design typographic solutions in response to a creative brief
- Produce advanced page composition, visual hierarchy, and complex text formatting using best practices
- Develop typographic systems to support brand strategy and touchpoints
- Create expressive letterforms and customized typographic wordmarks
- Explore the conceptual potential of typographic form and visual language
- Employ appropriate tools for both analog and digital typographic applications
- Assess and articulate the successful application of typography
- Critically reflect on aspirational designers and their philosophies

## 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 and participatory research, iteration, experiential learning, sprints, critiques, written reflections, and 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. | Hyndman, Sarah              | Why Fonts Matter                                                                   | <input checked="" type="checkbox"/> | Gingko Press    | 2018 |
| 2. | Hall, Sean                  | This Means This, This Means That, A User's Guide to Semiotics                      | <input checked="" type="checkbox"/> | E-Book          | 2012 |
| 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. | Noble, Ian; Bestly, Russell | Visual Research, An Introduction to Research Methodologies in Graphic Design       | <input checked="" type="checkbox"/> | Bloomsbury      | 2016 |

## 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: | 80% | Lab work: | 20% | Total: | 100% |
|-------------|---|--------------|-----|-----------|-----|--------|------|

## Typical Course Content and Topics

**Weeks 1–4:** Type and Experimentation – Developing visual language. Working with accessibility and complexity by exploring meaning through type and image compositional relationships and materials. Readings: Type, Image, Message, Skolos + Wedell. Project 1 assigned Week 1, due Week 5.

**Weeks 5–6:** Working with letterforms, craft, and motion. Developing a wordmark. The emotional qualities of typefaces. Readings: Why fonts matter, Chapters 4 to 9 and select chapters from This Means This, This Means That, A User's Guide to Semiotics. Project 2 assigned Week 5, due Week 7.

**Week 7:** Type and Brand Identity: Introducing the idea of dynamic brands in transmedia applications. Typography as a catalyst for cultural connection, persuasion and engagement. Exploring type only design systems and designed experiences. Establishing typography as essential to a brand strategy. Audience, interaction and brand touch points. Defining project objectives and context. Applying visual research methodology (investigation, analysis, systems, semiotics, semantics and design). Readings: Visual Research, Chapters 1 and 2 – Why and how? Ways of Thinking. Project 3 assigned, due Week 10.

**Week 8:** 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. Readings: Visual Research, Chapter 3 – Theoretical and Practical Models and The Elements of Typographic Style, Chapter 6 – Choosing and Combining Type.

**Week 9:** It's in the details. Typographic best practices. Strategies for large amounts of content, information hierarchy, big and small sizes, and typographic systems for digital and print. Readings: Thinking with Type, Grid (pgs. 148-206) and The Elements of Typographic Style, Chapter 8 – Shaping the page.

**Week 10-13:** Type in systems and contexts. Explore typographic and design milestones, and the aspirational creative practitioners behind them. Research one designer, analyze their design philosophy, and critically assess their approach. Write a 1,000 word essay and use this as a basis for a zine (digital or print). Express your own opinions, develop a theme, include heads and subheads, and typographic compositions. Visually construct the zine to reflect the designer – focus on an issue and/or celebrate their creative practice. Consider how the format (binding, size, and material) of the publication works with the typography and reflects the content. Project 4 assigned Week 10, due Week 13.

**Memo for New Course**

To: CACC, Linda Pardy, Associate Dean, College of Arts

From: Graphic + Digital Design Department

Date: September 5, 2019

**Subject: Proposal for new course: GD 304 User Experience Design**

1. **Rationale for new course:** This course is in response to a shift in industry expectations where experience design (UX), service design, and human centered design principles (HCD) have become essential skills in creative practice. In June 2019, GDD engaged external experts to assess and provide recommendations on curriculum, delivery, and competencies for its interactive design stream. This was as a result of gaps identified by GDD alumni (evidenced in survey responses in 2018), concerns from GDD faculty, and recommendations from GDD's external program review team to *"Increase the program's focus on soft skills. Rely less on static specialized skills, such as coding, and include more critical thinking and interpersonal skills in the curriculum design."*
2. **How this new course fits into program(s):** This course builds on the UI/UX foundation attained in GD202 Interactive Design I and expands the theory, criticality and context dimension in the GDD Major. It offers a highly relevant upper-level course option for students in the BMA Applied Interactive Media concentration, GDD Minor and GDD Extended Minor programs. The course focusses on critical thinking, problem solving, qualitative research methods and the development of soft skills that are essential in creative practice. Furthermore, the course will be delivered using typical studio practices where students will collaborate in teams and 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>Identify the principles of usability and human centered design (HCD) principles</li> <li>Define user tasks, journeys, personas and motivations</li> <li>Apply iterative design methodology</li> <li>Conduct usability tests and user interviews</li> </ul> |
| Produce communication/graphic design, information design, brand identity, interactive design, illustration, and motion graphics projects | <ul style="list-style-type: none"> <li>Develop a mobile first web project in a team environment using industry practices</li> <li>Design a digital experience that is part of an overall brand identity system</li> </ul>                                                                         |
| Develop strategies for planning, producing, and disseminating visual communications                                                      | <ul style="list-style-type: none"> <li>Apply iterative design methodology</li> <li>Apply project management skills in a simulated professional setting</li> </ul>                                                                                                                                 |

|                                                                                                    |                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assess different technologies for specific design problem contexts using a human-centered approach | <ul style="list-style-type: none"> <li>Identify the principles of usability and human centered design (HCD) principles</li> <li>Define user tasks, journeys, personas and motivations</li> <li>Conduct usability tests and user interviews</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 system</li> </ul>                                                                                                                        |
| Collaborate in interdisciplinary strategic processes for problem solving                           | <ul style="list-style-type: none"> <li>Identify the principles of usability and human centered design (HCD) principles</li> <li>Define user tasks, journeys, personas and motivations</li> </ul>                                                      |
| Incorporate research and findings into designing experiences                                       | <ul style="list-style-type: none"> <li>Conduct usability tests and user interviews</li> <li>Identify strategies for overcoming design barriers for web accessibility</li> </ul>                                                                       |
| Apply leadership, empathetic, interpersonal, and organizational skills                             | <ul style="list-style-type: none"> <li>Identify strategies for overcoming design barriers for web accessibility</li> <li>Apply project management skills in a simulated professional setting</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, CIS
6. If a new discipline designation is required, explain why: N/A
7. What consideration has been given to indigenizing the curriculum? The course uses an integrative learning approach that emphasizes critical inquiry. Students will be encouraged to challenge assumptions, reflect on indigenous ways of knowing and consider indigenous audiences.
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 (tuition fee, surcharge and lab fee).



ORIGINAL COURSE IMPLEMENTATION DATE: January 2020  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2025  
 Course outline form version: 05/18/2018

## 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 304                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                   |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> User Experience Design<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>Develop strategies for designing web interfaces with a focus on user experience and digital brand narratives. Integrate targeted user testing and interactivity using human-centered design (HCD) principles.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                          |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | GD 202.                                                                                                                                                                                                                                                                                  |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                          |  |
| <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> <i>(Double-click on boxes to select.)</i><br>This course is offered with different topics:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</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>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;">25</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 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                                                                                                                                                                                                                                                                    | 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="#">bctransferguide.ca</a> )<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes<br>Submit outline for (re)articulation:<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>Maximum enrolment (for information only):</b> 24<br><b>Expected Frequency of Course Offerings:</b><br>Annually <i>(Every semester, Fall only, annually, etc.)</i>                                                                                                                     |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> Karin Jager                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> September 2019                                                                                                                                                                                                                                                     |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> October 2019                                                                                                                                                                                                                                                       |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b> October 2019                                                                                                                                                                                                                                                       |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of posting:</b> October 18, 2019                                                                                                                                                                                                                                                 |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> October 25, 2019                                                                                                                                                                                                                                                 |    |                     |    |                             |    |                                                              |  |                              |   |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                          |  |

GD 302

University of the Fraser Valley Official Undergraduate Course Outline

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## Learning Outcomes:

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

- Identify the principles of usability and human centered design (HCD) principles
- Define user tasks, journeys, personas and motivations
- Apply iterative design methodology
- Conduct usability tests and user interviews
- Identify strategies for overcoming design barriers for web accessibility
- Develop a mobile first web project in a team environment using industry practices
- Design a digital experience that is part of an overall brand identity system
- Apply project management skills in a simulated professional setting
- Communicate research, design processes and reasoning behind the final design solution

## 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 |
|----|---------------------------------------------------|-------------------------------------------------------|-------------------------------------|-----------------------------|------|
| 1. | Association of Registered Graphic Designers (RGD) | Access Ability: A Practical Handbook on Web Design    | <input checked="" type="checkbox"/> | RGD & Government of Ontario | 2015 |
| 2. | Stickdorn, Marc                                   | This is Service Design Thinking: Basics, Tools, Cases | <input checked="" type="checkbox"/> | Wiley & Sons                | 2012 |
| 3. | IDEO                                              | The Field Guide to Human-Centered Design              | <input checked="" type="checkbox"/> | IDEO                        | 2015 |
| 4. |                                                   |                                                       | <input type="checkbox"/>            |                             |      |
| 5. |                                                   |                                                       | <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:     | 0%   |
| Quizzes/tests: | % | Lab work:    | 20% | Shop work:        | % | Total:     | 100% |

## Details (if necessary):

## Typical Course Content and Topics

### Week 1-3

Introduction to digital experiences for user experience design. Understanding human motivations in multi-screen platforms. Brainstorming features list and user goals. Research to conduct benchmark analysis. Divide tasks appropriately amongst group members. Discuss a plan, project management and group work ethics. Capstone group project assigned.

### Week 4-6

Define human centered design (HCD) principles through the creation of user tasks, user journey, personas and motivations. Create a task list and user goals. Plan and conduct user interviews. Gather information from interviews and refine features list based on insights.

### Week 7-12

Plan and execute wireframes into low, mid, to high fidelity prototypes into multi-screen platform. Iterate designs based on user feedback and testing. Validate user testing sessions. Plan on how to design for web accessibility.

### Week 13:

Create and present final case study based on the design process from the problem statement to the solution. Discuss how the group arrived to the final solution  
Group presentation of capstone project. Final critique.

**Memo for Program Changes**

To: CACC, Linda Pardy, Associate Dean, College of Arts

From: Karin Jager, Chair, GDD Major Program Working Group

Date: September 10, 2019

**Subject: Program change to the Graphic and Digital Design Major**

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

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

2. Rationale for change(s): Four changes are proposed:

- a) To replace *GD361 Portfolio Development for Graphic and Digital Design* with *GD461 Advanced Portfolio for Graphic and Digital Design*. GD461 was developed as the capstone course for the Major to reflect boundary crossing competencies developed in years 3 and 4. This course was included in the budget analysis for the Major approved by SBC in October 2018, and approved by UEC in December 2018. The replacement of GD 361 (diploma capstone) with GD 461 (degree capstone) was in progress prior to the program going to Ministry, and included in the proposal, but not in the calendar copy.
- b) To add a new required course *GD304 User Experience Design*. This course is in response to a shift in industry expectations for skills in experience design (UX), service design, and human centered principles (HCD). It addresses recommendations from an external industry panel and from GDD's external program review team to *"Increase the program's focus on soft skills. Rely less on static specialized skills, such as coding, and include more critical thinking and interpersonal skills in the curriculum design."*
- c) To make *GD302 Interactive Design III: Applied Web* optional within the Creative Practice dimension. GD302 course emphasizes web development (coding and server-side scripting).
- d) To shift the number of credits within each of the three GDD Major dimensions to reflect the criticality focus of the proposed new course, *GD304 User Experience Design*. Creative Practice

(from 57 to 54 credits) and Theory Criticality, and Context (from 15 to 18-19 credits).

Professional Practice remains at 24 credits.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: The program outcomes have not changed. These changes further enhance alignment and are part of GDD's 2019 program review action plan.
4. What consideration has been given to indigenizing the curriculum? The department will work with the Teaching and Learning Centre to indigenize the curriculum and to support the engagement of indigenous knowledge keepers as a way to expand understanding and enriched learning in the classroom.
5. Will additional resources be required? If so, how will these costs be covered? No.
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? The GDD Major is new. The proposed changes will improve the program and support student success.
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? No.
8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) N/A
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. 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.  
*There are no budget implications.*

## GRAPHIC AND DIGITAL DESIGN

<http://www.ufv.ca/graphic-design/>

### Graphic and Digital Design major

This section specifies the GDD major requirements only. Please refer to the **Bachelor of Fine Arts** section for information on additional degree requirements. Students who have completed the Graphic and Digital Design diploma should consult with an Academic Advisor regarding laddering into the GDD major in the BFA degree.

Students will complete requirements in three curriculum areas:

- Creative Practice, ~~57~~54 credits
- Professional Practice, 24 credits
- Theory, Criticality, and Context, ~~15~~18-19 credits

### Lower level requirements: 48 credits

Lower level Creative Practice, 36 credits. Complete all of the following:

| Course | Title                            | Credits |
|--------|----------------------------------|---------|
| GD 101 | Design Fundamentals              | 3       |
| GD 154 | Typography I                     | 3       |
| GD 157 | Digital Design Media I           | 3       |
| GD 159 | Digital Design Media II          | 3       |
| GD 202 | Interactive Design I             | 3       |
| GD 203 | Dynamic Media I: Motion Graphics | 3       |

|                             |                                              |   |
|-----------------------------|----------------------------------------------|---|
| One of GD 204<br>or CIS 145 | Interactive Design II or<br>Web Publishing   | 3 |
| GD 216                      | Illustration †                               | 3 |
| GD 254                      | Typography II                                | 3 |
| GD 260                      | Graphic and Digital Design I                 | 3 |
| GD 281                      | Applied Photography and Video                | 3 |
| One of VA 101<br>or VA 113  | Figure Drawing or<br>Introduction to Drawing | 3 |

Theory, Criticality and Context, 12 credits. Complete the following:

| Course                     | Title                                                                                                                          | Credits |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------|
| One of AH 203<br>Or GD 102 | History of Posters – <u>The Art of Persuasion</u><br>or<br>History of <u>Graphic</u> Design – <del>The Art of Persuasion</del> | 3       |
| One of BUS 120             | Marketing Essentials or                                                                                                        | 3       |

|                                                                        |                                                    |   |
|------------------------------------------------------------------------|----------------------------------------------------|---|
| Or MEDA 222                                                            | Design Ethos and the Creative Practitioner         |   |
| Two of PSYC,<br>SOC, ANTH,<br>POSC, HSER,<br>ECON, AH,<br>GEOG or SOWK | Human Behaviour, Social, and Political<br>Contexts | 6 |

**Upper level requirements: 45 credits**

Upper level Creative Practice, ~~21~~18 credits. Complete all of the following:

| Course            | Title                             | Credits      |
|-------------------|-----------------------------------|--------------|
| <del>GD 302</del> | <del>Interactive Design III</del> | <del>3</del> |
| GD 303            | Dynamic Media II: Storytelling    | 3            |
| GD 316            | Print and Digital Production      | 3            |
| GD 317            | Graphic and Digital Design II     | 3            |
| GD 374            | Brand Identity                    | 3            |
| GD 375            | Packaging                         | 3            |

|                                   |                                                                                                       |   |
|-----------------------------------|-------------------------------------------------------------------------------------------------------|---|
| GD 403 <u>or</u><br><u>GD 302</u> | Dynamic Media III: <u>Sequence Titling and Video or</u><br><u>Interactive Design III: Applied Web</u> | 3 |
|-----------------------------------|-------------------------------------------------------------------------------------------------------|---|

Upper level Professional Practice, 24 credits. Complete all of the following:

| Course                          | Title                                                                                                                    | Credits |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------|---------|
| GD 357                          | Digital Project Management for Creative Practitioners                                                                    | 3       |
| GD 358                          | Interactive Design for Portfolio                                                                                         | 3       |
| GD 450                          | Systems Design I: Experiential <u>Graphic Design</u>                                                                     | 3       |
| <del>GD 361</del> <u>GD 461</u> | <del>Portfolio Development for Graphic and Digital Design</del> <u>Advanced portfolio for Graphic and Digital Design</u> | 3       |
| GD 369                          | Professional Practices I                                                                                                 | 3       |
| GD 460                          | Systems Design II: Transmedia <u>Solutions</u>                                                                           | 3       |

Complete 6 credits from the following:

| Course   | Title                                                    | Credits |
|----------|----------------------------------------------------------|---------|
| ARTS 380 | <u>Practicum/Internship II</u> <del>Arts Practicum</del> | 3       |
| GD 498   | Directed Study in Graphic Design <u>I</u>                | 3       |
| GD 499   | Directed Study in Graphic Design <u>II</u>               | 3       |
| COOP 110 | Co-op Work Term Performance and Report                   | 6       |

Upper Level Theory, Criticality, and Context, 3-6-7 credits. Complete the following:

| Course                                           | Title                                                                                                                                                                       | Credits  |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| One of<br>MEDA 469 or<br>GEOG 464 or<br>GEOG 466 | Design Thinking for Creative Leadership or<br>Community Planning and Development: Local<br>Applied Studio or<br>Community Planning and Development:<br>International Studio | 3-4      |
| <u>GD 304</u> <del>XX</del>                      | <u>User Experience Design</u>                                                                                                                                               | <u>3</u> |

The following must also be included in the 120 credits required for the GDD Major:

- At least 50% of the upper-level credits for the major must be completed at UFV.
- COOP credit not used toward program requirements can be used toward elective requirements in the BFA degree.

**Declaration**

Students declaring the GDD major must have completed 30 credits with a CGPA of 2.0 or better. At least nine of the 30 credits completed must be in GD courses.

GDD majors are required to purchase a MacBook Pro laptop computer and Adobe subscription according to specifications provided by the department. Please contact the GDD Lab Coordinator upon declaration to arrange equipment configuration.

For further information on the declaration process, please see the **BFA section** of the calendar.

**Course listings**

For complete details on courses see the **course descriptions** section.

**Return to main Graphic Design page**

## Graphic and Digital Design extended minor

This extended minor can be applied to any degree program at UFV, provided the degree accepts extended minors. 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 Graphic and Digital Design 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: Introductory and directed study courses are offered every semester, with 200- and 300-level courses rotating in the Fall and Winter. Please note that the Graphic and Digital Design extended minor culminates in upper-level courses that require a series of sequential skills obtained over several semesters. Students should make strategic course selections over at least a two-year period to ensure timely program completion.

The Graphic and Digital Design extended minor offers optional streams in Dynamic Media, Interactive Design, Communication Design, or Visual Identity.

1. **Dynamic Media:** GD 203, GD 216, ~~and~~ GD 303, or GD 403

This stream is image-based and introduces motion graphics, video, kinetic typography, and character design for design projects and storytelling.

2. **Interactive Design:** GD 202, one of GD 204 or CIS 145, GD 302, ~~and~~ GD 358 or GD 304XX

This stream focuses on design for digital screens including websites, tablets, and mobile devices. Students are introduced to interface design, development, UX, and content management.

3. **Communication Design:** GD 101, GD 260, ~~and~~ GD 317, GD 450, or GD 460

This stream introduces publishing, promotion, information design, and social responsibility. The emphasis is on problem solving and human-centred solutions in print and digital media.

4. **Visual Identity:** GD 101, GD 260, GD 374, ~~and~~ GD 375, GD 450, or GD 460

This stream offers a foundation in communication design and introduces the field of brand identity including logo design, packaging design, and sustainability principles.

## Program learning outcomes

Upon successful completion of the Graphic and Digital Design extended minor, students will be able to:

- Demonstrate functional competence with principles of visual organization, visual language, typography, and theory as applied to visual communication problems.
- Analyze visual communication problems using critical thinking skills.
- Utilize processes, tools, and technology for graphic design practice.

## Program outline

Lower-level requirements: 18 credits

| Course                   | Title                             | Credits |
|--------------------------|-----------------------------------|---------|
| GD 102                   | History of Graphic Design         | 3       |
| <b>or</b>                | Any lower-level AH or MACS course |         |
| GD 154                   | Typography I                      | 3       |
| GD 157                   | Digital Design Media I            | 3       |
| GD 159                   | Digital Design Media II           | 3       |
| <b>Six credits from:</b> |                                   | 6       |
|                          | Lower-level GD courses            |         |
| CIS 145                  | Web Publishing                    |         |

|          |                                            |  |
|----------|--------------------------------------------|--|
| MEDA 222 | Design Ethos and the Creative Practitioner |  |
|----------|--------------------------------------------|--|

Lower-level elective options:

- For the Dynamic Media stream, choose GD 203 and GD 216.
- For the Interactive Design stream, choose GD 202 and one of GD 204 or CIS 145.
- For the Communication Design stream, choose GD 101 and GD 260.
- For the Visual Identity stream, choose GD 101 and GD 260.

### Upper-level requirements: 15 credits

| Course                  | Title                                                | Credits |
|-------------------------|------------------------------------------------------|---------|
| GD 361                  | Portfolio Development for Graphic and Digital Design | 3       |
| <b>12 credits from:</b> |                                                      | 12      |
|                         | Upper-level GD courses (see below)                   |         |
| MEDA 469                | Design Thinking for Creative Leadership              |         |
| VA 360                  | Professional Development and Practices               |         |

Upper-level elective options:

- For the Dynamic Media stream, choose GD 303-~~or GD 403~~
- For the Interactive Design stream, choose ~~GD 302~~, GD 358 ~~or GD 304XX~~.
- For the Communication Design stream, choose GD 317, ~~GD450 or GD460~~.
- For the Visual Identity stream, choose GD 374-~~and~~, GD 375, ~~GD450 or GD460~~.

**Memo for Course Changes**

To: Samantha Pattridge, CACC

From: Heather Davis-Fisch – Director, SOCA

Date: May 30, 2019

**Subject: Proposal for revision of AH 214**

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 was identified by UEC as a stale-dated course. It has not been taught in the past 15 semesters (5 years). The department has no plans to run the course in the future.**

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

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

**Memo for Course Changes**

To: Samantha Pattridge, CACC

From: Heather Davis-Fisch – Director, SOCA

Date: May 30, 2019

**Subject: Proposal for revision of Introduction to Digital Video - VA 170**

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 was identified by UEC as a stale-dated course. It has not been taught in the past 15 semesters (5 years). The department has no reason to retain the course and no plans to run the course in the future.**
3. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **No.**
4. Which program areas have been consulted about the change(s)? NA

**Memo for Course Changes**

To: UEC

From: Edward Lo, Acting Department Head, Computer Information Systems

Date: Dec. 20, 2018

**Subject: Proposal for revision of CIS 192 Introduction to Networking**

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:

CIS 192 is a required course in our Certificate, Diploma and Bachelor degree programs of CIS.

The pre-requisite hasn't been changed. We recommend the removal of CIS 193 and CIS 194 as the Antirequisite Courses since they have never been offered in the department. We also have no plan to offer them in the future.

The Curriculum Committee of CIS met and concluded that there is too much burden for CIS 192 students to attend a self directed lab separated from the lecture. Thus, we recommend the removal of the self-directed lab portion of the course. This is reflected in the removal of the note in the course description and the Typical Structure of Instructional Hours.

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

N/A

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

N/A

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

~\$100

**CWC comment and response:**

- This appears to be a substantial change to the course. Can the rationale be expanded, or more details be provided? Does removal of the lab affect the quality of the course, or a student's ability to be successful?

*The change does not describe the removal of the lab. The course includes 15 hours of instructor led lab time. The removed lab time is only the self-directed portion. This best fits under "Outside-of-class time" as defined in policy 105, and is not normally included in official course outlines. The total hours of instruction in the modified course outline is better aligned with policy 105.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2002  
**REVISED COURSE IMPLEMENTATION DATE:** January 2020  
**COURSE TO BE REVIEWED** (six years after UEC approval): October 2025  
**Course outline form version:** 05/18/2018

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----|---------------------|--|-----------------------------------|----|--------------------------------------------------------------|--|------------------------------|--|----------------------|--|--------------------|-----------|
| <b>Course Code and Number:</b> CIS 192                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Course Full Title:</b> Introduction to Networking<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> Computer Information Systems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Calendar Description:</b><br>Data network fundamentals including OSI reference model, TCP/IP protocol suite, design, physical topologies, media, infrastructure cabling standards, routers and switches. IP addressing designs are developed and implemented for small internetworks. Simple routing protocols are configured, analyzed, and tested.                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | CIS 190, or eight credits of CIS and/or COMP.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
| <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: <b>CIS 191/CIS 195</b><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> <i>(Double-click on boxes to select.)</i><br>This course is offered with different topics:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i><br><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<br><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><br><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> 35<br><b>Expected Frequency of Course Offerings:</b><br>Every Fall and Winter <i>(Every semester, Fall only, annually, etc.)</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;">45</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours (instructor led)</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> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Lecture/seminar hours | 45 | Tutorials/workshops |  | Laboratory hours (instructor led) | 15 | Experiential (field experience, practicum, internship, etc.) |  | Supervised online activities |  | Other contact hours: |  | <b>Total hours</b> | <b>60</b> |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 45                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
| Laboratory hours (instructor led)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>60</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Department / Program Head or Director:</b> Edward Lo                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Date approved:</b> December 20, 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Date approved:</b> March 15, 2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Dean/Associate VP:</b> Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Date approved:</b> March 15, 2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Date of posting:</b> June 21, 2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Date of meeting:</b> October 25, 2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |

CIS 192

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## Learning Outcomes:

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

- Identify common network equipment including switches and routers
- Recommend network topologies based on best industry practices
- Follow infrastructure cabling standards
- Explain LAN technology, architecture and protocol.
- Discuss the OSI reference model and its layers
- Describe TCP/IP applications, transport and network protocols.
- Identify the main topics of concerns in a modern office environment.
- Design different types of IPv4 and IPv6 addressing schemes
- Configure simple static routes and dynamic routing protocols
- Construct a small, complete, workable and tested LAN

## Prior Learning Assessment and Recognition (PLAR)

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

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

Lectures and labs.

**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. Cisco Networking Academy | Introduction to Networks v6 Companion Guide    | <input checked="" type="checkbox"/> | Cisco Press | 2017 |
| 2. Cisco Networking Academy | Introduction to Networks v6 Labs & Study Guide | <input checked="" type="checkbox"/> | Cisco Press | 2017 |
| 3.                          |                                                |                                     |             |      |
| 4.                          |                                                |                                     |             |      |
| 5.                          |                                                |                                     |             |      |

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

Lab Book

## Typical Evaluation Methods and Weighting

|                             |     |              |     |                   |   |                      |      |
|-----------------------------|-----|--------------|-----|-------------------|---|----------------------|------|
| Final exam (Lab + Written): | 40% | Assignments: | %   | Field experience: | % | Portfolio:           | %    |
| Midterm exam:               | 20% | Project:     | %   | Practicum:        | % | Class Participation: | 10%  |
| Quizzes/tests:              | 20% | Lab work:    | 10% | Shop work:        | % | Total:               | 100% |

## Details (if necessary):

### Typical Course Content and Topics

The OSI Reference Model and the seven layers.  
 Data communications transmission methods  
 The concept of Encapsulation and de-encapsulation  
 Ethernet and Wifi LANs, and switches  
 IP addressing and address design including IPv4, IPv6, CIDR  
 Introduction to routing protocols and implementation  
 Topology and network addressing schemes  
 TCP/IP transport Protocols including TCP and UDP  
 TCP/IP application protocols including HTTP, FTP, Telnet and SMTP  
 TCP/IP network layer protocols including IP, ARP, ICMP  
 Routing protocols including static routing and dynamic routing with RIP

**Memo for Course Changes**

To: UEC

From: Edward Lo, Acting Department Head, Computer Information Systems

Date: December 10, 2018

**Subject: Proposal for revision of COMP 370 Software Engineering**

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: COMP 370 is required as a mandatory course for the Comp Sci major, but the current CIS 270 prerequisite is not a required course for the major so students are not able to take it without taking courses outside their program of study. Changing the prerequisite to an “or” allows BCIS and BSC Comp Sci students access to the course.
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? This course is not required by any program beyond CIS/CS.
5. Which program areas have been consulted about the change(s)? CIS Department, Science Advising.
6. What consideration has been given to indigenizing the curriculum? N/A
7. If this course is not eligible for PLAR, explain why: N/A
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: N/A
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? Field Trips are not required for this course.
10. Estimate of the typical costs for this course, including textbooks and other materials: ~\$100

**CWC comments and responses:**

- Although CIS 270 will not be a required prerequisite for Computing Science minor students, the calendar description still specifically mentions CIS 270. Will students that do not take CIS 270 be disadvantaged?

*Re-worded reference to CIS 270 to emphasize that this is an addition to CIS 270 rather than a continuation of CIS 270. Regarding the question that CIS 270 students might be disadvantaged, we do not believe this will be the case. Students who have met the learning outcomes for COMP 251 as well as the entrance requirements for the B.Sc. with major in Computer Science are well prepared to tackle the topics in COMP 370.*

- The department should be aware that “CIS 270 or admission to the Computing Science major” is not currently something that can be coded in Banner (the option of a course or program admission). For clarity for students, perhaps the following would be acceptable?

**Prerequisites:** COMP 251 and CIS 270.

Note: Students admitted to a Computing Science minor or major may register with permission of the department. The CIS 270 prerequisite will be waived for these students.

*Use of the suggested re-wording of prerequisites*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1993  
**REVISED COURSE IMPLEMENTATION DATE:** January 2020  
**COURSE TO BE REVIEWED** (six years after UEC approval): October 2025  
**Course outline form version:** 05/18/2018

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                               |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|--|-----------------------------|----|--------------------------------------------------------------|--|------------------------------|--|----------------------|--|--------------------|-----------|----------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> COMP 370                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                        |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Course Full Title:</b> Software Engineering<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> Computer Information Systems                                                                                                                                                                                                                                                 |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Calendar Description:</b><br>A detailed and comprehensive study of object-oriented and classical software engineering techniques. This is an addition to the analysis and design work covered in CIS 270. Topics cover all aspects of the software life-cycle. Emphasis is placed on object-oriented techniques and the Unified Modeling Language (UML).<br><br>Note: Students with credit for CIS 370 cannot take this course for further credit.                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                               |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | COMP 251 and CIS 270.<br>Note: Students accepted to a Computing Science minor may register with permission of the department. The CIS 270 prerequisite will be waived for these students                                                                                                                                      |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <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: <b>CIS 370</b><br>Cross-listed with:<br>Dual-listed with:<br>Equivalent course(s): <b>CIS 370</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> <i>(Double-click on boxes to select.)</i><br>This course is offered with different topics:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</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: (See <a href="#">bctransferguide.ca</a> )<br><input checked="" 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>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;">23</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td style="text-align: center;">22</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                                                                                                                                                                                                                                                                                                         | 23 | Tutorials/workshops |  | Supervised laboratory hours | 22 | 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 |  |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 23        |                                                                                                                                                                                                                                                                                                                               |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                               |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 22        |                                                                                                                                                                                                                                                                                                                               |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                               |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| 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>Maximum enrolment (for information only):</b> 35<br><b>Expected Frequency of Course Offerings:</b><br>Once per year <i>(Every semester, Fall only, annually, etc.)</i>                                                                                                                                                     |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Department / Program Head or Director:</b> Edward Lo                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> December 20, 2018                                                                                                                                                                                                                                                                                       |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b> March 15, 2019                                                                                                                                                                                                                                                                                          |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Dean/Associate VP:</b> Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> March 15, 2019                                                                                                                                                                                                                                                                                          |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of posting:</b> June 21, 2019                                                                                                                                                                                                                                                                                         |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> October 25, 2019                                                                                                                                                                                                                                                                                      |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |

COMP 370

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:

- Illustrate different software life-cycle models, activities occurring in each phase of software life-cycle, various testing techniques, methods of planning and estimating, and strategies of improving software reusability and portability.
- Draw up the requirements workflow.
- Perform structured system analysis workflow.
- Perform functional, class, and dynamic modeling workflow.
- Perform object-oriented design, data flow analysis and transaction analysis workflow.
- Apply UML in a team setting for the analysis and design of a small application.
- Apply the software process for the development of a small application.
- Perform unity, integration, product, and acceptance testing.
- Explain the importance and challenge of post-delivery maintenance.

## 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, labs, and assignments.

**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. Schach, S.R.            | Classical and Object-Oriented Software Engineering with UML and C++ | <input checked="" type="checkbox"/> | WCB/McGraw-Hill | 2010 |
| 2. Sommerville, I.         | Software Engineering                                                | <input checked="" type="checkbox"/> | Addison-Wesley  | 2015 |
| 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:    | 35% | Assignments: | 20% | Field experience: | % | Portfolio: | %    |
| Midterm exam:  | 15% | Project:     | 30% | Practicum:        | % | Other:     | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Shop work:        | % | Total:     | 100% |

**Details (if necessary):**

## Typical Course Content and Topics

Scope of software engineering

The software process

- Requirements
- Specification
- Object-oriented analysis
- Design
- Implementation
- Integration
- Maintenance
- Retirement
- Software life-cycle models
- Testing
- Review of objects
- Reusability, portability, interoperability
- Planning and estimating



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**MEMORANDUM**

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**TO:** Samantha Pattridge, Chair , Undergraduate Education Committee  
**FROM:** David Johnston, University Registrar  
**DATE:** October 17, 2019  
**RE:** Transfer Credit Request Template

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**Background**

The Office of the Registrar has procedures to support academic units who wish to consider non-recognized institutions as being eligible for transfer credit, either on a one-time basis or as a precedent setting decision, according to Policy #107, Transfer Credit. A template for the second kind of review has been developed, and is presented for endorsement. This provides a detailed set of instructions that can support academic units wishing to recommend transfer credit and a common format for the Transfer Credit Subcommittee when considering requests.

Policy 107 Transfer Credit is up for review and revision. If approved, the template would be adjusted to reflect any changes in Policy and brought back to UEC for further consideration.

**Recommendation:**

**Motion:** That UEC endorse the use of the template “Request for Recognition of Institutions or Organizations for the Purpose of Evaluating Transfer Credit (non-graduate level courses)”.



## **Request for Recognition of Institutions or Organizations for the Purpose of Evaluating Transfer Credit (non-graduate level courses)**

The UEC Transfer Credit subcommittee has delegated authority to approve transfer credit for learning gained through courses and programs that are not considered recognized as described in Transfer Policy #107. Where individual knowledge is gained outside of formal learning environments, it may be more appropriate to use prior learning assessment which is a separate process and is described in Policy 94, Prior Learning Assessment and Recognition.

Please use this form if you are recommending recognition of a non-recognized institution leading to an on-going recommendation for transfer credit. Please contact the Registrar's Office at [articulation@ufv.ca](mailto:articulation@ufv.ca) if you are seeking a one-time recommendation of a course or courses as there is a modified "fast track" form you can use.

The Office of the Registrar maintains a registry of recognized and accredited institutions currently eligible for transfer credit. Please contact us if you have any questions about the institution you are working with.

Recommendations for institutional recognition and transfer credit normally come from the UFV department or unit most closely related to the discipline. The questions below are meant to guide you in your proposal. Please include any additional information that you feel would be important to the committee.

### **Institutional Recognition Recommendation**

- 1) Description of institution being recommended (include full name and location, institutional purpose, number of years operating and any educational accreditation or recognition they hold).
- 2) Provide a rationale for UFV to recognize this institution.
- 3) Describe the educational program being submitted for review.
- 4) Indicate the qualifications of instructors and if known what quality assurance process is in place for curriculum development, review and change.
- 5) Describe how learners gain access to the program being reviewed (e.g. are there admission requirements).
- 6) Describe how learners are assessed (grading system if known).
- 7) Describe what internal UFV consultation has taken place prior to submitting the request for recognition and transfer credit. (e.g. Faculties, Departments, Office of the Registrar).
- 8) Attach a current program description and any available course outlines.

Additional information

- **Credit:** When recommending credit, please be familiar with UFV Policy 105, Course Credits. This policy provides guidelines on how credits may be calculated. Non-traditional courses can normally be equated to our standard credit hour by understanding the sending institutions instructional practices.
- **Upper level:** If you are recommending upper level credit, please provide an explanation of why senior credit is warranted.
- **Other Recognitions:** If you are aware of other recognized or accredited institutions that provide transfer credit from the sending institution, please include this in your application.

Submit recommendations to the Office of the Registrar at [articulation@ufv.ca](mailto:articulation@ufv.ca)

**Transfer Credit Recommendation**

| Recommendation for course to course transfer credit or block transfer credit                                                                                                                                                                                                                     |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>UFV Department or Program:</b>                                                                                                                                                                                                                                                                |  |
| <b>Reviewer's name:</b>                                                                                                                                                                                                                                                                          |  |
| <input type="checkbox"/> <b>Precedent-setting decision</b> Indicate the preferred term the recognition begins and how long this should be in place below (can be for one semester to a maximum of 5 years).<br><div style="margin-left: 40px;"> <b>First Term:</b><br/> <b>Last Term:</b> </div> |  |
| <input type="checkbox"/> Indicate if the recommendation is to be <b>non-precedent-setting as described in Policy 107.</b>                                                                                                                                                                        |  |

**Transfer credit is recommended as follows:**

| Institution Name:                  |                                                                           | UFV Equivalent                              |         |
|------------------------------------|---------------------------------------------------------------------------|---------------------------------------------|---------|
| Course Name/Number or Program Name | Qualifiers, if any<br>(e.g. min. grade or<br>specified period<br>of time) | Subject<br>Code & Number (e.g.<br>CRIM 1XX) | Credits |
|                                    |                                                                           |                                             |         |
|                                    |                                                                           |                                             |         |
|                                    |                                                                           |                                             |         |
|                                    |                                                                           |                                             |         |
|                                    |                                                                           |                                             |         |
|                                    |                                                                           |                                             |         |



## Robert's Rules of Order for Senate and Standing Committees of Senate

Senate and Standing Committees of Senate meetings are conducted according to Robert's Rules of Order. The following document provides an overview of Robert's Rules of Order and apply to Senate and Standing Committees, unless the bylaws or committee rules of order states otherwise.<sup>1</sup>

### Quorum

- Quorum for meeting is minimum of fifty percent (50%) of voting membership.<sup>i</sup>
- Normally the chair of any given meeting does not vote and is not counted towards quorum except in the case where the chair's participation is required to meet quorum. Leaves of absence will reduce quorum requirements accordingly.
- Where there are vacancies on standing committees, quorum is 50% of available voting membership – vacant positions are excluded from the count.
- If a quorum does not exist at a meeting, any action taken in the absence of a quorum is invalid. Once quorum is declared the meeting continues, unless bylaws or committee rules of order states otherwise.<sup>ii</sup>

### Motions

A motion is a formal proposal that the decision-making body will vote on.

- Motions must be made by voting committee members, unless bylaws or committee rules of order states otherwise.
- See Appendix 1 on Steps in a motion and Appendix 2 How to handle specific motions.

### Role of mover and seconder<sup>iii</sup>

Moving and seconding are steps that enable the introduction of motions to be put on the floor and debated. The mover is generally presumed to be in favor of the motion when he or she moves it, but is entitled to change his or her mind and vote against the motion.<sup>iv</sup> The individual seconding a motion does so only to get the motion debated, and it should not be assumed that the mover and/or seconder are in favour of the motion.<sup>v</sup>

The chair may ask the mover and seconder if they agree to amend or withdraw the motion they put on the table. This is incorrect. Neither the mover nor the seconder own the motion once debate on it begins; ownership shifts to the group. A decision to amend or withdraw the motion is to be made by the group, collectively, and not unilaterally by the mover and seconder.<sup>vi</sup>

### Main motions

Motions introduce a new piece of business or propose a decision or action to be taken.<sup>vii</sup> The following are some aspects of main motions:

- Main motions cannot be applied to any other motions.
- There can be only one main motion on the floor at one time.

<sup>1</sup> Contact the Secretariat office for further clarification on Roberts Rules of Order



- They are debatable, amendable, and can be reconsidered.

### **Subsidiary motions:<sup>viii</sup>**

Motions that affect or change how a main motion is handled. Subsidiary motions are voted on before the main motion. Examples include:

**Postpone to a certain time<sup>ix</sup>:** To move to a later, specified time on the agenda or to the next meeting.

**Amendments<sup>x</sup>:** Used to clarify or modify a motion under consideration.

- Must state exact wording and where in the main motion the change is to be made.
- Amendments must be germane
- When an amendment needs to be amended, a secondary amendment results. Secondary amendments may not themselves be amended.
- A friendly amendment is an amendment to a motion that is perceived by all parties as an enhancement to the original motion, often only as clarification of intent. A friendly amendment should be handled the same as a regular amendment and must be adopted by the full body, either by a vote or by unanimous consent.

**Commit or refer<sup>xi</sup>:** Assigns the motion to a delegated committee for action (e.g., investigation or a report). The motion should specify the committee (or committee make-up if a special committee is to be formed) and deadline.

**Table<sup>xii</sup>:** To lay aside the business at hand in such a manner that it will be considered later in the meeting.

**Withdraw:** Before debate begins, a motion may be withdrawn by the mover. Once debate begins, only the assembly – by a majority vote or general consent – can withdraw it.

**Limit or Extend Debate<sup>xiii</sup>:** Use when circumstances call for shorter or longer speech.

**Previous Question<sup>xiv</sup>:** To close the debate and bring to an immediate vote.

**Adjourn<sup>xv</sup>:** A motion to end the meeting.

### **Motions that Bring a Question Before the Assembly Again:**

- **Take from the Table<sup>xvi</sup>** - resume consideration of a main motion.
- **Rescind, Repeal or Annul<sup>xvii</sup>** - cancel something that has been previously approved.
- **Amend Something Previous Adopted<sup>xviii</sup>** - proposal to modify wording or text previously approved.
- **Discharge a Committee<sup>xix</sup>** - if a question has been referred to or a task assigned to a committee that has not made a final report, the committee may be discharged to allow the committee to take action or to drop the motion.
- **Reconsider<sup>xx</sup>** - within the same meeting that a motion has been voted on, the question may come before the assembly again as if it had not been voted on.

### **Debating<sup>xxi</sup>**

Each speaker must first be acknowledged by the chair. When there are several people wishing to speak, each may speak in turn, and may not speak again until all others have had a turn. Speakers must keep



remarks relevant and appropriate to the discussion, on subject, and adhere to time limits.

A person may interrupt a speaker for these reasons only:

- to get information about business – point of information
- to get information about rules – parliamentary inquiry
- if he/she can't hear, safety reasons, comfort, etc. – question of privilege
- if he/she see a breach of the rules – point of order
- if he/she disagrees with the chair's ruling – appeal

## Voting

- *Putting the question* is when the chair calls for a vote on a motion. Voting is usually by show of hands, after the chair clarifies to the assembly what they are voting on.<sup>xxii</sup>
- Motions proposed usually require approval by a majority of all voting members present (i.e. more than 50% of the votes cast) although some motions, such as motions to limit or end debate, or suspend the rules require 2/3 of the votes cast. The committee chair may vote, unless by-laws or committee rules of orders state otherwise.
- Ex-officio means "by virtue of office"; an ex-officio member is a person who is entitled to a position on a board or committee for as long as he or she holds a certain office. Ex-officio members of boards and committees have the same rights and privileges as all other members, including the right to vote, unless the by-laws or committee rules of orders state otherwise.<sup>xxiii</sup>

## Abstention<sup>xxiv</sup>

In tallying the votes, abstentions do not count towards the in favour votes. If a vote fails as a result of abstentions, then the discussion will reopen and the vote will be called again on the majority of those present and voting (this time excluding abstentions).

Members should abstain when they have a direct personal interest in the matter that amounts to a real or perceived conflict of interest.

## References

Henry M. Robert III and others, *Robert's Rules of Order Newly Revised*, 11th ed. (Da Capo Press, 2011).

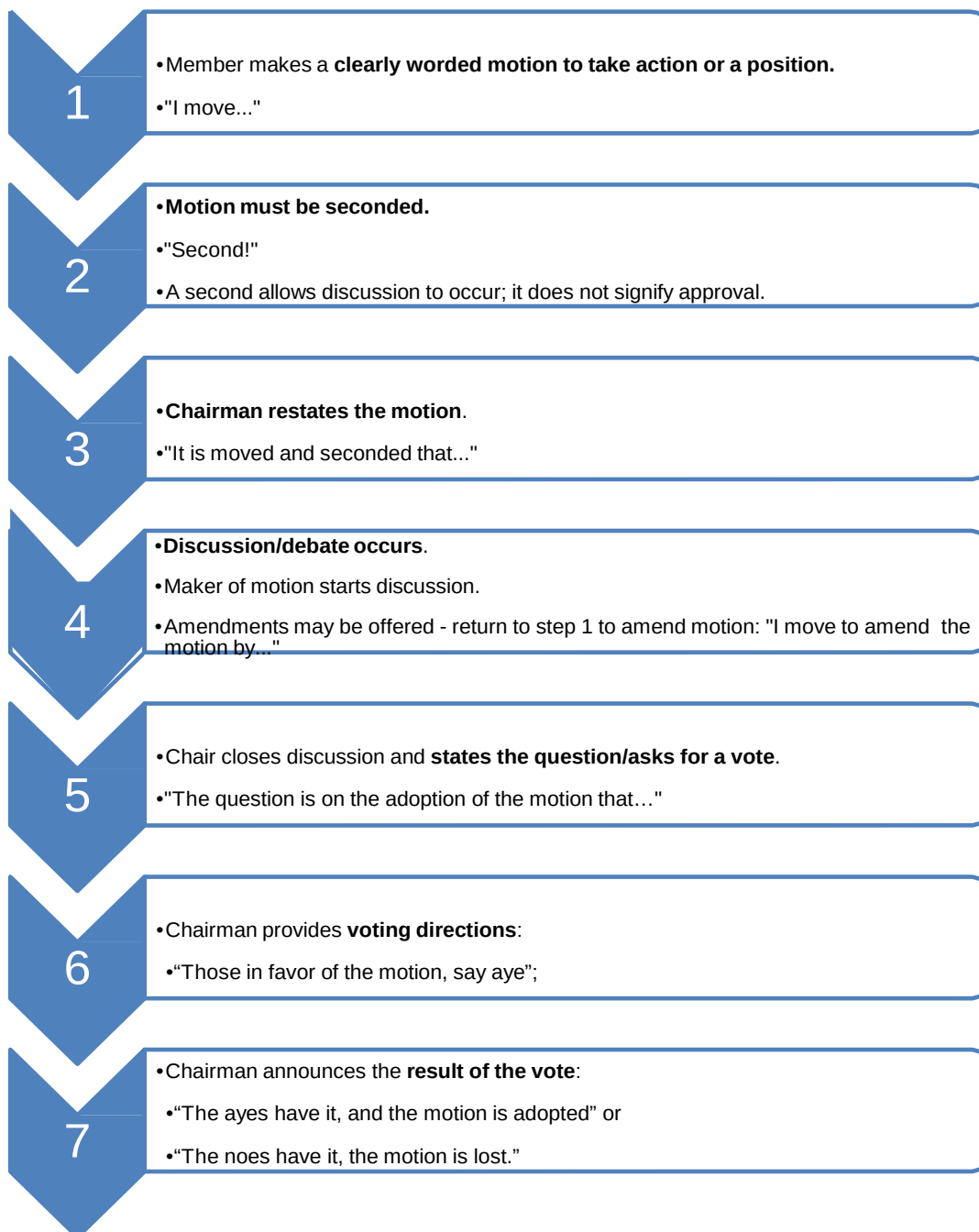
UFV Senate Bylaws – see <http://www.ufv.ca/senate/>

SGC Rules for the Conduct of Business – see <http://www.ufv.ca/senate/standing-committees/senate-governance-committee/>

Senate Standing Committee Rules for the Conduct of Business - see <http://www.ufv.ca/senate/standing-committees/>



## Appendix 1 - Steps in a motion





## Appendix 2 - How specific motions are handled

These motions are listed in order of precedence. A motion can be introduced if it is higher on the chart than the pending motion.

**S** indicates the section from Robert's Rules.

| PURPOSE:                                       | YOU SAY:                                | INTERRUPT? | 2ND? | DEBATE? | AMEND? | VOTE?    | S  |
|------------------------------------------------|-----------------------------------------|------------|------|---------|--------|----------|----|
| Close meeting                                  | I move to adjourn                       | No         | Yes  | No      | No     | Majority | 21 |
| Make to follow agenda                          | I request regular order be resumed      | Yes        | No   | No      | No     | None     | 18 |
| Lay aside temporarily                          | I move to lay the question on the table | No         | Yes  | No      | No     | Majority | 17 |
| Close debate                                   | I move the previous question            | No         | Yes  | No      | No     | 2/3      | 16 |
| Limit or extend debate                         | I move that debate be limited to ...    | No         | Yes  | No      | Yes    | 2/3      | 15 |
| Postpone to a certain time                     | I move to postpone the motion to ...    | No         | Yes  | Yes     | Yes    | Majority | 14 |
| Refer to committee                             | I move to refer the motion to ...       | No         | Yes  | Yes     | Yes    | Majority | 13 |
| Modify wording of motion                       | I move to amend the motion by ...       | No         | Yes  | Yes     | Yes    | Majority | 12 |
| Bring business before assembly (a main motion) | I move that [or "to"] ...               | No         | Yes  | Yes     | Yes    | Majority | 10 |

**Incidental Motions.** No order of precedence. These motions question procedure and are decided upon immediately.

| PURPOSE:                | YOU SAY:             | INTERRUPT? | 2ND? | DEBATE? | AMEND? | VOTE? | S  |
|-------------------------|----------------------|------------|------|---------|--------|-------|----|
| Enforce rules           | Point of Order       | Yes        | No   | No      | No     | None  | 2  |
| Request for information | Point of information | Yes        | No   | No      | No     | None  | 33 |

**Motions That Bring a Question Again Before the Assembly.** No order of precedence. Introduce only when nothing else is pending.

| PURPOSE: | YOU SAY: | INTERRUPT? | 2ND? | DEBATE? | AMEND? | VOTE? | S |
|----------|----------|------------|------|---------|--------|-------|---|
|----------|----------|------------|------|---------|--------|-------|---|



|                        |                                   |    |     |     |     |                             |    |
|------------------------|-----------------------------------|----|-----|-----|-----|-----------------------------|----|
| Take matter from table | I move to take from the table ... | No | Yes | No  | No  | Majority                    | 34 |
| Cancel previous action | I move to rescind ...             | No | Yes | Yes | Yes | 2/3 or Majority with notice | 35 |

<sup>i</sup> Senate bylaws and Rules for the Conduct of Business for Senate Standing Committees

<sup>ii</sup> RONR (11th ed.), S.44, p. 400

<sup>iii</sup> RONR (11th ed.), S.4, p. 33

<sup>iv</sup> RONR (11th ed.), S.4, p. 40

<sup>v</sup> RONR (11th ed.), S.4, pp. 35-36

<sup>vi</sup> RONR (11th ed.), S.4, p. 40

<sup>vii</sup> RONR (11th ed.), S.10, p. 100

<sup>viii</sup> RONR (11th ed.), S.11, p. 126

<sup>ix</sup> RONR (11th ed.), S.14, p. 179

<sup>x</sup> RONR (11th ed.), S.12, p. 130

<sup>xi</sup> RONR (11th ed.), S.13, p. 168

<sup>xii</sup> RONR (11th ed.), S.17, p. 209

<sup>xiii</sup> RONR (11th ed.), S.15, p. 191

<sup>xiv</sup> RONR (11th ed.), S.16, p. 197

<sup>xv</sup> RONR (11th ed.), S.21, p. 233

<sup>xvi</sup> RONR (11th ed.), S.34, p. 300

<sup>xvii</sup> RONR (11th ed.), S.35, p. 305

<sup>xviii</sup> RONR (11th ed.), S.35, p. 305

<sup>xix</sup> RONR (11th ed.), S.36, p. 310

<sup>xx</sup> RONR (11th ed.), S.37, p. 315

<sup>xxi</sup> RONR (11th ed.), S.43, p. 385

<sup>xxiii</sup> [RONR (11th ed.), S. 49, p. 483

<sup>xxiv</sup> RONR (11th ed.), S. 4, p.45; S.44, p. 400, 401; S.45, p. 407