



UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING
February 25, 2022 - 10:00 AM
A225

AGENDA

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Page

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

6 - 11      **2.1. UEC draft minutes: January 28, 2022**

MOTION: To approve the draft minutes as presented.

**3. COURSES AND PROGRAMS**

12 -      **3.1. Child, Youth, and Family Studies: Courses**  
17      Review with changes including prerequisites: ECE 122  
         Review with changes: ECE 133

MOTION: To approve the ECE course outlines as presented.

18 -      **3.2. Culture, Media, and Society: Courses**  
22      Review with changes including title: MACS 130

MOTION: To approve the MACS 130 course outline as presented.

23 -      **3.3. Indigenous Studies: Courses**  
36      Review with changes incl. title and course code: IPK 105 (formerly FNST 101)  
         Review with changes incl. title and course code: IPK 106 (formerly FNST 102)  
         Review with changes incl. title and course code: IPK 205 (formerly FNST 202)  
         Review with changes incl. title and course code: IPK 206 (formerly FNST 201)  
         Review with changes incl. title and course code: IPK 275 (formerly FNST 275)

MOTION: To approve the IPK course outlines as presented.

37 -      **3.4. Mathematics and Statistics: Courses**  
49      Changes including prerequisites: MATH 141  
         Review with changes: MATH 345  
         Review with changes including total hours: STAT 420

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MOTION: To approve the MATH and STAT course outlines as presented.

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58

**3.5. Physics: Courses**

Change to pre/corequisites: ENGR 123

Change to prerequisites: ENGR 153

MOTION: To approve the ENGR course outlines as presented.

59 -  
80

**3.6. Social Work and Human Services: Courses**

New course: HSER 194

Discontinuation: HSER 392

Review with changes including title and prerequisites: SOWK 392, 491

Review with changes including prerequisites: SOWK 410, 450

MOTION: To approve the HSER 194 course outline as presented.

MOTION: To approve the discontinuation of HSER 392 as presented.

MOTION: To approve the SOWK course outlines as presented.

81 -  
91

**3.7. Business: Courses**

Review with changes including prerequisites: BUS 421

Changes including prerequisites: MGMT 310

MOTION: To approve the BUS 421 and MGMT 310 course outlines as presented.

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122

**3.8. Business: Programs**

Changes to entrance and program requirements: Accounting certificate

Changes to entrance and program requirements and program name: Business Administration certificate (formerly Administration certificate)

Changes to entrance and program requirements: Bachelor of Business Administration for Agriculture Management

MOTION: To recommend approval of the changes to the Accounting certificate entrance and program requirements as presented, effective September 2022.

MOTION: To recommend approval of the changes to the Administration certificate entrance and program requirements as presented, effective September 2022.

MOTION: To recommend that the Administration certificate be changed to the Business Administration certificate as presented, effective September 2022.

MOTION: To recommend the changes to the Bachelor of Business Administration for Agriculture Management as presented, effective September 2022.

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130

**3.9. Environmental Studies: Courses**

New course: ENV 310, Leadership in Environmental Professions

New course: ENV 484, Directed Studies in Environmental Studies

MOTION: To approve the ENV course outlines as presented.

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174

**3.10. Environmental Studies: Programs**

Changes to program requirements: Bachelor of Environmental Studies

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

Changes to program requirements: Environmental Studies minor

MOTION: To approve the changes to the Bachelor of Environmental Studies, Bachelor of Environmental Studies (Natural Sciences), and Environmental Studies minor as presented, effective September 2022.

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249

**3.11. Creative Arts: Courses**

Changes including title and prerequisites: FILM 110

New course: FILM 211, Film in a Global Age

New course: FILM 212, History of Film

New course: FILM 311, Gender, Sexuality, and Film

Review with changes including title, prerequisites, and course number: FILM  
312 (formerly FILM 220)

New course: FILM 313, Indigenous Film

Review with changes including title, prerequisites, and course number: FILM  
320 (formerly FILM 200)

New course: MEDA 110, Digital Imaging

New course: MEDA 210, Digital Concept Art

New course: MEDA 270, 3D Modeling and Animation I

New course: MEDA 280, Game Engines I

New course: MEDA 330, Compositing

New course: MEDA 370, 3D Modeling and Animation II

New course: MEDA 380, Game Engines II

New course: MEDA 385, Art and Design for Virtual Reality

New course: SOCA 401

MOTION: To approve the FILM course outlines as presented.

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

MOTION: To approve creation of the new course code SOCA (Scholarship for Creative Arts).

MOTION: To approve the new SOCA 401 course outline as presented.

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**3.12. Creative Arts: Programs**

Change to program requirements: Theatre major, extended minor, and minor

Change to program requirements: Visual Arts major

Changes to entrance and program requirements: Bachelor of Media Arts

Change to entrance and program requirements: Bachelor of Fine Arts

MOTION: To approve the changes to the Theatre major, extended minor, and minor as presented, effective September 2022.

MOTION: To approve the changes to the Visual Arts major as presented, effective September 2022.

MOTION: To recommend approval of the changes to the Bachelor of Media Arts as presented, effective September 2022.

MOTION: To recommend approval of the changes to the Bachelor of Fine Arts as presented, effective September 2022.

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301

**3.13. Graphic and Digital Design: Courses**

Changes including title and prerequisites: GD 216

New course: GD 462, Visual Communication Capstone Project

Discontinuation: GD 231

Discontinuation: GD 332

MOTION: To approve the GD 216 and GD 462 course outlines as presented.

MOTION: To approve the discontinuation of GD 231 and GD 332.

302 -  
316

**3.14. Graphic and Digital Design: Programs**

Changes to entrance and program requirements: Graphic and Digital Design diploma

Changes to program requirements: Graphic and Digital Design major

MOTION: To recommend approval of the changes to the Graphic and Digital Design diploma entrance and program requirements as presented, effective September 2022.

MOTION: To approve the changes to the Graphic and Digital Design major as presented, effective September 2022.

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326

**3.15. Science: Programs**

Changes to entrance and program requirements/combinations: Bachelor of Science

MOTION: To recommend approval of the changes to the Bachelor of Science as presented, effective September 2022.

**4. OTHER BUSINESS/DISCUSSION ITEMS**



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**4.1. APPC report**

**4.2. Senate report**

**4.3. Senate Teaching and Learning Committee report**

**4.4. Policy Subcommittee report**

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328

**4.5. UEC membership and Terms of Reference**

MOTION: To approve the revision to the UEC membership as presented.

**5. INFORMATION ITEMS**

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

CIS 100

GD 260, 316, 317, 361, 369, 374, 375

MATH 140

**5.2. Discontinued:** Certificate in Extended Studies in Social Services — First Nations option

**6. ADJOURNMENT**



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

January 28, 2022  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Ian Affleck, Adrianna Bakos, Claire Carolan, Vlad Dvoracek, Garry Fehr, Shirley Hardman, Claire Hay, Carl Janzen, Nicholas Johnson, Amber Johnston, David Johnston, Gilmour Jope, Selena Karli, Randy Kelley, Dana Landry, David McGuire, Theresa Mulder, Sarbjot Nijjar, Linda Pardy, Samantha Patridge, Vanessa Radzinski, Ravneet Sohal, and Shelley Stefan

**ABSENT:** Jennifer Browne and Elaine Newman

**GUESTS:** Avner Bachar, Mark Breedveld, Sarah Graham, Jonathan Hughes, Bobby Jaswal, Marlene Murray, Stefania Pizzirani, Michelle Rhodes, Greg Schmaltz, Christine Slavik

**RECORDER:** Amanda Grimson

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

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

##### **2.1. UEC draft minutes: Nov. 26, 2021**

##### **MOTION:**

To approve the draft minutes as amended:

- 4.2, Senate report:  
Senate approved the final version of the Undergraduate Course and Program Approval policy (21). The Provost also presented information on a Strategic Enrolment Management ~~plan~~ **project that should be in place by June. The goal is to present this to the May Senate and June Board meetings for final approval.**

CARRIED

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

##### **3.1. Child, Youth, and Family Studies**

Review with changes including prerequisites and corequisites: ECE 130

Review with changes including corequisites: ECE 135

Review with changes including title: ECE 243

Minor revisions to address Indigenization will be made in consultation with Shirley Hardman (Senior Advisor on Indigenous Affairs) and sent to the UEC Screening Subcommittee for final review.

##### **MOTION:**

To approve the ECE course outlines as presented.

CARRIED

##### **3.2. Environmental Studies**

New course: ENV 330

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Minor revisions to address Indigenization will be made in consultation with Shirley Hardman and sent to the UEC Screening Subcommittee for final review.

**MOTION:**

To approve the new ENV 330 course outline as presented.  
CARRIED

**3.3. Geography**

Review with changes including title: GEOG 140

Review with changes: GEOG 257/CMNS 257

New course: GEOG 260, Global Goals Studio: Sustainable Communities by Design

Review with changes including total hours: GEOG 304

New course: GEOG 358, Forensic Geographic Information Systems

**MOTION:**

To approve the GEOG course outlines as amended:

- GEOG 140:
  - Course title will remain "Human Geography".
  - Learning outcome #6: "To analyze" changed to "Analyze".
  - Learning outcome #7 was deleted.
  - Breakdown of assignments will be added to evaluation section.
- GEOG 304: lecture hours changed to 30; experiential hours changed to 25.

**3.4. Applied and Technical Studies**

Changes including credits: ELTR 100

New course: ELTR 105, Electrical Network Analysis: Alternating Current

Changes including calendar description: ELTR 110

Changes including prerequisites: ELTR 150

Discontinuation: ELTR 170

Changes including credits and total hours: ELTR 202

Changes including calendar description: ELTR 216

New course: ELTR 217, Robotics

Changes to program requirements: Electronics Technician certificate

Changes to program requirements: Automation and Robotics Technician diploma

Electronics Technician certificate -

**MOTION:**

To approve the ELTR course outlines as presented.  
CARRIED

**MOTION:**

To approve the changes to the Electronics Technician certificate as presented, effective September 2022.  
CARRIED

**MOTION:**

To approve the changes to the Automation and Robotics Technician diploma as presented, effective September 2022.

CARRIED

**3.5. Biology**

Review with changes: BIO 330, 409

Review with changes including prerequisites: BIO 340, 408, 415, 416

New course: BIO 427, Plants and Drugs

Changes to program requirements: Biology Honours

Changes to program requirements: Biology major and concentrations (Pre-Medicine/Pre-Veterinary concentration; Cellular, Molecular, and Genetics concentration; Ecology and Biology of Organisms concentration)

Changes to program requirements: Biology extended minor (for BA students)

Changes to program requirements: Biology minor (for BSc students)

Changes to program requirements: Biology minor (for BKin students)

**MOTION:**

To approve the Biology course outlines as presented.

CARRIED

**MOTION:**

To approve the changes to the Biology Honours, Biology major and concentrations, Biology extended minor (BA), Biology minor (BSc), and Biology minor (BKin) as presented, effective September 2022.

CARRIED

**3.6. Integrated Studies**

Changes to program requirements: Bachelor of Integrated Studies

Changes to program requirements: General Studies diploma

**MOTION:**

To approve the changes to the Bachelor of Integrated Studies as amended, effective September 2022:

- Change "COMP 120 or higher" to "100-level or higher COMP course".

CARRIED

**MOTION:**

To approve the changes to the General Studies diploma as amended, effective September 2022:

- Change "Any CMNS course 120 or higher" to "any 100-level or higher Communications course".
- Change "COMP 120 or higher" to "100-level or higher COMP course".

CARRIED

**3.7. Business**

New course: BUS ~~491~~ 494

New program: Professional Sales minor

**MOTION:**

To approve the new BUS ~~491~~ 494 course outline as presented.

CARRIED

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**MOTION:**

To recommend approval of the new Professional Sales minor as presented.  
CARRIED

**3.8. Communications**

New program: Communications major

Chair was turned over to Vice-Chair David Johnston for this item.

**MOTION:**

To recommend approval of the new Communications major as presented.  
CARRIED

**3.9. Criminology and Criminal Justice**

Discontinuation: CRIM 205, ~~235~~ 435, 481

**MOTION:**

To approve the discontinuation of CRIM 205, 435, and 481.  
CARRIED

**3.10. History**

Discontinuation: HIST 310, 374, 425

**MOTION:**

To approve the discontinuation of HIST 310, 374, and 425.  
CARRIED

**3.11. Social, Cultural, and Media Studies**

Discontinuation: ANTH 209/LING 209, SOC 215, ANTH 407/MACS 407, SOC 433, SOC 440, SOC 463/ANTH 463/LAS 463

**MOTION:**

To approve the discontinuation of ANTH 209/LING 209, SOC 215, ANTH 407/MACS 407, SOC 433, SOC 440, and SOC 463/ANTH 463/LAS 463.  
CARRIED

**3.12. Social Work and Human Services**

Discontinuation: HSER 500, 501, 502, 510, 511, 512, 527, 528, 530

**MOTION:**

To approve the discontinuation of HSER 500, 501, 502, 510, 511, 512, 527, 528, and 530.  
CARRIED

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. Admissions Subcommittee membership and report**

This subcommittee will hold their first meeting shortly and begin formal work.

**MOTION:**

That Daryl Smith (UFV International) and Vanessa Krahn (Advising Centre) be appointed to the UEC Admissions Subcommittee.

CARRIED

#### **4.2. Policy Subcommittee membership and report**

The Policy Subcommittee is continuing work on the Transfer Credit policy (107), English Language Proficiency Requirement policy (99), Course Repeat policy (86), and Undergraduate Directed Studies, Special Topics & Independent Study Courses policy (207). The Grading System policy (101) and Subsequent and Concurrent Bachelor Degree policy (98) are beginning the review process.

There is still a vacancy on this subcommittee, and there is a request to formally add the University Secretary to the membership.

##### **MOTION:**

To revise the UEC Policy Subcommittee's Terms of Reference to add the University Secretary (or designate) to the membership.

CARRIED

#### **4.3. UEC membership and Terms of Reference**

UEC's Terms of Reference are up for review. The current only suggestion is to allow for a designate for the Director of the Advising Centre. Revisions will be voted on at the next meeting.

#### **4.4. APPC report**

In the public meeting the Strategic Enrolment Management plan was discussed again, and Program Review Progress Reports were received from Graphic and Digital Design, Global Development Studies, History, and Geography.

#### **4.5. Senate report**

There was an open discussion of the upcoming review of Policy 101 (Grading System). Senate approved the three items recommended by UEC: changes to the Graphic and Digital Design minor, addition of Cooperative Education to the Aviation programs, and changes to the Coding Skills certificate. Senate also approved reducing the Winter final exam schedule from 10 to 8 days, now ending on Wednesday, April 27, 2022.

#### **4.6. Senate Teaching and Learning Committee report**

This committee has not met recently.

### **5. INFORMATION ITEMS**

#### **5.1. UEC vacancies as of July 31, 2022**

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

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BIO 106, 305, 308, 309, 310, 312, 320/BIOC 320, 335/GEOG 335, 360, 370,  
380, 383, 385, 401, 403/BIOC 403, 406, 410/GEOG 410, 414/BIOC 414, 420,  
421, 425, 426, 430, 448, 496, 498, 499

CMNS 340, 412  
ENGL 108, 321, 336, 338, 339, 379

GEOG 202, 240, 303, 402

**6. ADJOURNMENT**

The meeting was adjourned at 12:07 pm.

**Memo for Course Changes**

To: UEC

From: Christine Slavik, CYFS Department Head

Date: April 28<sup>th</sup>, 2021

**Subject: Proposal for revision of ECE 122 Introductory Practicum**

1. Summary of changes (select all that apply):
  - ☒ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☐ Title
  - ☐ Calendar description
  - ☐ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☒ Learning outcomes
  - ☐ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☒ Other – Please specify: Topics and content minor changes
2. Rationale for change: Adjustments based on six-year review. Content added to include diversity, adherence to ECE Code of Ethics, and Indigenization.
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)? ECE Committee.
6. What consideration has been given to indigenizing the curriculum? Learning outcome added to include sensitivity and awareness of diversity; Course content includes programming for Indigenous children and families
7. If this course is not eligible for PLAR, explain why: n/a
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: n/a
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? n/a
10. Estimate of the typical costs for this course, including textbooks and other materials: n/a





**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1993  
**REVISED COURSE IMPLEMENTATION DATE:** September 2022  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2022  
**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> ECE 122                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | <b>Number of Credits:</b> 6 <u>Course credit policy (105)</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                    |  |
| <b>Course Full Title:</b> Introductory Practicum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                    |  |
| <b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                    |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            | <b>Department (or program if no department):</b> CYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                    |  |
| <b>Calendar Description:</b><br>Through selected field site practicum placements and seminars, participants will put ECE theories into practice, document their experiences, and plan and evaluate their learning. This will be done co-operatively with sponsor supervisors, the instructor, and seminar colleagues.<br><br>Note: Students will require a provincial CYC Schedule B criminal record check (work with children and vulnerable adults).                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                    |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            | ECE 100, ECE 101, ECE 102, ECE 103, ECE 120, and ECE 132.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                    |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |            | ECE 123, ECE 124, and ECE 125.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                    |  |
| <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><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 |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                    |  |
| <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;">20</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td style="text-align: center;">180</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>200</b></td> </tr> </table> |            | Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 20 | Tutorials/workshops |  | Supervised laboratory hours |  | Experiential (field experience, practicum, internship, etc.) | 180 | Supervised online activities |  | Other contact hours: |  | <b>Total hours</b> | <b>200</b> | <b>Transfer Credit</b><br>Transfer credit already exists: (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes<br>Submit outline for (re)articulation:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes ( <i>If yes, fill in transfer credit form.</i> ) |  |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 20         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                    |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                    |  |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                    |  |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 180        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                    |  |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                    |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                    |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>200</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            | <b>Grading System</b><br><input type="checkbox"/> Letter Grades <input checked="" type="checkbox"/> Credit/No Credit                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            | <b>Maximum enrolment (for information only):</b> 2 sections x 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            | <b>Expected Frequency of Course Offerings:</b><br>annually ( <i>Every semester, Fall only, annually, etc.</i> )                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                    |  |
| <b>Department / Program Head or Director</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |            | <b>Date approved:</b> April 29, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                    |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            | <b>Date of posting:</b> May 14, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                    |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            | <b>Date of meeting:</b> February 25, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                    |  |

ECE122

University of the Fraser Valley Official Undergraduate Course Outline

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## Learning Outcomes:

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

1. Meet the skills inventory "Competencies in Early Childhood Education", as outlined by the BC Ministry of Education. (<https://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/early-learning-framework>)
2. Demonstrate adherence to the ECEBC Code of Ethics. (<https://www.ecebc.ca/resources-merchandise/code-of-ethics>)
3. Demonstrate sensitivity and awareness of diversity within the early learning environment
4. Critically self-reflect on professional practice and feedback by instructor, sponsor teacher, and colleagues
5. Share personal/professional experiences with peers and colleagues in an open and respectful manner

## Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because this is a provincial practicum required by the Ministry of Child and Family Development.

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

- Orientation to practicum
- 180 hour on-site practicum of observing, planning, implementing, and evaluating programming for children
- 20 hours of weekly seminars
- Two site visits by practicum instructor

**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.                         | UFV Practicum course pack            | <input type="checkbox"/> |           |      |
| 2.                         |                                      | <input type="checkbox"/> |           |      |
| 3.                         |                                      | <input type="checkbox"/> |           |      |
| 4.                         |                                      | <input type="checkbox"/> |           |      |
| 5.                         |                                      | <input type="checkbox"/> |           |      |

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

Ministry of Education: Competencies in Early Childhood Education Program standards for Early Childhood Settings.

## Typical Evaluation Methods and Weighting

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

**Details (if necessary):** Weekly journals/activity and curriculum planning/self-reflections

## Typical Course Content and Topics

Orientation assignments  
 Weekly summary / journals  
 Activity plans (art and music focus)  
 Aesthetic display  
 Learning center report  
 Full day plans  
 Professionalism / Interpersonal communications (sponsor teachers, on-site staff, children, families, and colleagues)  
 Knowing schedules and routines  
 Planning and implementing the program  
 Guiding children's behaviours  
 Diversity and Inclusion in Early Learning Centres  
 Working with Indigenous children and families

**Memo for Course Changes**

To: UEC

From: Christine Slavik, CYFS Department Head

Date: April 28, 2021

**Subject: Proposal for revision of ECE 133 Advanced Practicum**

1. Summary of changes (select all that apply):
  - ☒ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☐ Title
  - ☒ Calendar description
  - ☒ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☒ Learning outcomes
  - ☐ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☒ Other – Please specify: Minor additions to course content
2. Rationale for change: Adjustments based on six-year review. Content added to include diversity, adherence to ECE Code of Ethics, and Indigenization.
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)? ECE Curriculum Committee
6. What consideration has been given to indigenizing the curriculum? Learning outcome added to include sensitivity and awareness of diversity; Course content includes programming for Indigenous children and families
7. If this course is not eligible for PLAR, explain why: n/a
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: n/a
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? n/a
10. Estimate of the typical costs for this course, including textbooks and other materials: n/a



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1993  
**REVISED COURSE IMPLEMENTATION DATE:** September 2022  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2022  
**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> ECE 133                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | <b>Number of Credits:</b> 6 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                   |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Advanced Practicum in ECE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |            |                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |            |                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            | <b>Department (or program if no department):</b> CYFS                                                                                                                                                                                                                                    |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>Building upon the skills and competencies acquired in ECE 122, this advanced practicum provides opportunities for students to apply knowledge of theories and methods in ECE and to extend their practice and competencies, demonstrating leadership in early childhood settings.                                                                                                                                                                                                                                                                                                                                                                                    |            |                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            | ECE 122 and ECE 125.                                                                                                                                                                                                                                                                     |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |            |                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            | ECE 130 and ECE 135.                                                                                                                                                                                                                                                                     |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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;">20</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td style="text-align: center;">180</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>200</b></td> </tr> </table> |            | Lecture/seminar hours                                                                                                                                                                                                                                                                    | 20 | Tutorials/workshops |  | Supervised laboratory hours |  | Experiential (field experience, practicum, internship, etc.) | 180 | Supervised online activities |  | Other contact hours: |  | <b>Total hours</b> | <b>200</b> | <b>Transfer Credit</b><br>Transfer credit already exists: (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )<br><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes<br>Submit outline for (re)articulation:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i> |  |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 20         |                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                  |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |            |                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                  |  |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            |                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 180        |                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                  |  |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |            |                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>200</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> Christine Slavik                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            | <b>Date approved:</b> April 29, 2021                                                                                                                                                                                                                                                     |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            | <b>Date approved:</b> June 4, 2021                                                                                                                                                                                                                                                       |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            | <b>Date of meeting:</b> October 1, 2021                                                                                                                                                                                                                                                  |    |                     |  |                             |  |                                                              |     |                              |  |                      |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                  |  |

ECE 133

University of the Fraser Valley Official Undergraduate Course Outline

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## Learning Outcomes:

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

1. Meet the skills inventory "Competencies in Early Childhood Education", as outlined by the BC Ministry of Education. (<https://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/early-learning-framework>)
2. Demonstrate adherence to the ECEBC Code of Ethics. (<https://www.ecebc.ca/resources-merchandise/code-of-ethics>)
3. Demonstrate sensitivity and awareness of diversity within the early learning environment.
4. Demonstrate ability to take on role of supervision of a centre for a week (including planning and implementing curriculum experiences, and critical reflection on best practice).
5. Critically self-reflect on professional practice and feedback by instructor, sponsor teacher, and colleagues.
6. Share personal/professional experiences with peers and colleagues in an open and respectful manner.

## 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.)

- Orientation to practicum
- 180 hours practicum of observing, planning, implementing, and evaluating
- 20 hours weekly seminars
- Two site visits by instructor

**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.                         | UFV Practicum Course Pack            | <input type="checkbox"/> | UFV       |      |
| 2.                         |                                      | <input type="checkbox"/> |           |      |
| 3.                         |                                      | <input type="checkbox"/> |           |      |

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

## Typical Evaluation Methods and Weighting

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

## Details (if necessary):

## Typical Course Content and Topics

- Orientation assignments
- Weekly summary/journals
- Activity plans (literature, math, and science focus)
- Aesthetic display
- Bulletin board report
- Full-week plans
- Professionalism and interpersonal communications
- Knowing schedules and routines
- Planning and implementing the program
- Guiding children's behaviours
- Diversity and inclusion in early learning centres
- Working with Indigenous children and families

**Memo for Course Changes**

To: Linda Pardy

From: Chantelle Marlor, SCMS Head

Date: Nov 22, 2021

**Subject: Proposal for revision of MACS 130**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):
  - ☒ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☒ Title
  - ☒ Calendar description
  - ☐ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☒ Learning outcomes
  - ☒ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: **This course has been updated to include current trends and issues related to this topic.**
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): **The learning outcomes reflect changes made to the course content (which reflect current practices and emerging topics in the world of media and communications). Given that media is a quickly-evolving area of society, these changes serve to ensure students keep pace with program and industry expectations. . Moreover, the learning outcomes have been updated to better support program learning outcomes in the BMA and the new CMNS major. .**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **Yes, MEDA and CMNS. MEDA has been involved in this course update. The updated course will better serve the needs of the CMNS program.**
5. Which program areas have been consulted about the change(s)? **MEDA**
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). **Decolonizing**

teaching practices are embedded into this course. Examples include revised assessment practices and additional options for how course assessments can be completed (e.g. podcasts instead of written assignments). The course also explores media in all its forms, including audiences who are involved in production as well as consumption of media. In covering this, the course addresses Indigenous representation and uses of media.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **This course focuses on the critical review of digital media and communication first in Canada and then in other countries. Media plays a significant role in messages of equity, diversity and inclusion. Students will be encouraged to critically reflect and question the roles and responsibility of media use and production. Topics related to EDI are infused throughout the course and incorporated into teaching and learning strategies .**
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials: **\$150, although faculty are exploring the adoption of OER resources.**

## CWC comments and responses:

- The Communications department should be consulted regarding the revised title, which may make the course appear to be an introductory Communications course.  
*I have consulted with Rashad (CMNS Department) about his concerns with the title. I have explored a few more title options with various people, but could not find anything equally suitable to the current one on this revised outline. Given that the word "Communications" is in the title of our disciplinary area (Media and Communications Studies--MACS), I do not think it is problematic for us to use the word "Communications" in a title--it is, after all, a major component of this interdisciplinary area studies program. Plus, the word Communications was in the original title of this course. Keeping the word in the title will ensure consistency in articulation/transferring of course credit within BC institutions as well as enable students to see that these are old/new versions of the same course.*
- The History department should be consulted regarding historical context mentioned in learning outcome #4.  
*I have consulted with Adrianna (History department) about this. She is not concerned. I should add that I am not concerned. It is not only routine practice but responsible teaching to include historical background to the concepts, theories, and academics we talk about in courses. Likewise, it is responsible to trace out the socio-historical developments of the topics we discuss so that they can have context. This is, after all, one of the key means by which to demonstrate that something is "socially constructed."*

- Given how Indigenization has been described in the memo, has the department considered addressing this more explicitly in the learning outcomes?  
*We are fine with adding the following Learning Outcome, if UEC feels it addresses their concerns: 9. Describe how the production and consumption of media plays a role in group identity and community dynamics, including Indigenous communities.*





**ORIGINAL COURSE IMPLEMENTATION DATE:** January 1991  
**REVISED COURSE IMPLEMENTATION DATE:** September 2022  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2028  
**Course outline form version:** 06/18/2021

## 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> MACS 130                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Full Title:</b> Introduction to Digital Media and Communications<br><b>Course Short Title:</b> Intro to Digital & Media Comm.                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> Social, Cultural and Media Studies                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Calendar Description:</b><br>Students examine digital media and communications in all its forms, and the political, social, cultural, economic, legal, and geographic factors that shape them.                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                    |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>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>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br>Grading System: <b>Letter Grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): 36 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </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                                                                                                                                                                                                                                                                                                                                                                                                         | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br><b>PLAR is available for this course.</b> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                  | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| Labs to be scheduled independent of lecture hours:    No    Yes                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Department approval</b> Chantelle Marlor                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> November 2021                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> December 17, 2021                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> February 25, 2022                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |

**Learning Outcomes**

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

1. Identify different forms of digital media and new technologies that shape the communications environment.
2. Use terminology related to digital media and interactive communication.
3. Analyze media content using a variety of theoretical approaches.
4. Situate digital media in social, historical, cultural, and theoretical contexts.
5. Apply ethical principles in information sharing, intellectual property, and media law.
6. Compare how public policy reflects and shapes digital media and communications in Canada with that of other countries.
7. Describe the roles and functions of major media and communication organizations.
8. Explain convergence as both a technological and corporate phenomena
9. Describe how the production and consumption of media plays a role in group identity and community dynamics, including Indigenous communities.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

|                |     |             |     |   |
|----------------|-----|-------------|-----|---|
| Assignments:   | 40% | Project:    | 15% | % |
| Quizzes/tests: | 30% | Final exam: | 15% | % |

**Details:** A variety of assignment and project options may include the use of digital media such as podcast or video recordings.

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

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

| Type        | Author or description        | Title and publication/access details                                          | Year |
|-------------|------------------------------|-------------------------------------------------------------------------------|------|
| 1. Textbook | Croteau, Hoynes, & Childress | Media/Society: Technology, Industries, Content, and Users 7 <sup>th</sup> Ed. | 2021 |
| 2.          |                              |                                                                               |      |
| 3.          |                              |                                                                               |      |
| 4.          |                              |                                                                               |      |

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

- What is media today?
- Media in Canada and beyond: who is consuming and who is producing?
- Ethical considerations and digital media: Relationships between product and consumer
- The role of media in society
- Exploring media in social, historical, cultural and political contexts
- Introduction to theoretical, methodological and interpretive frameworks for analyzing media
- The relationship between media and audiences
- Comparative views on communications and digital media law and policy (e.g., journalism, gaming, social media)
- Roles and functions of Media organizations
- The role of messaging, advertising and promotion in a digital age

**Memo for Course Changes**

To: CAC

From: Wenona Hall, Chair Indigenous Studies Program

Date: November 10 2021

**Subject: Proposal for revision of:** Five FNST Courses (FNST 101, 102, 201, 202 and 275).

*Note that even minor changes may result in comments from committees on all aspects of the course.*

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

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

- 2. Rationale for change:** The FNST courses were originally administered by the Faculty of Professional Studies, Human Services and Social Work department. We began discussions of moving the FNST (which are mostly Stó:lō focused) courses to the College of Arts in 2018 as I (Wenona) am with COA, Indigenous Studies and at time was the only Stó:lō faculty member. I teach two of the four Stó:lō FNST courses and assisted the SW Department in recruiting Stó:lō sessionals for the remaining two. As well in 2016 the IS major/minor was officially launched and the FNST courses are all listed as being eligible credit toward the IS degree. In June 2021 all five FNST courses were officially moved to the College of Arts.

These courses have not been updated since 2010 and to avoid confusion will change from FNST to IPK in title.

- 3. If there are **substantial changes to the learning outcomes**, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):**

The updated course outlines for FNST 101, 102, 201,202 and 275 meet the following 5 Institutional Learning Outcomes:

1. ILO (1). Demonstrate information competency  
Students taking these courses will gather, organize, and critically examine written, oral, and visual information. They will also learn how to identify and utilize relevant and credible sources according to Indigenous ways of knowing while recognizing the need to gather information from a variety of perspectives. Students will learn how to use their knowledge and information ethically, “respecting the legal restrictions that exist when using published, confidential, and/or proprietary information” as well as learning proper Indigenous protocol when working with and for Indigenous knowledge(s) and communities.
2. ILO (4). Initiate inquiries and develop solutions to problems  
Students taking these courses will be encouraged to “demonstrate a curiosity that results in inquiry.” They will “propose questions that encourage deliberation and the formulation of solutions to problems, in theoretical or applied fields” especially in relation to Indigenous/Settler relationships. They will gain an ability to evaluate “the benefits and challenges of different solutions when proposing specific courses of action” in relation to local Stó:lō communities, agencies as well as other local Indigenous services and communities
3. ILO (5). Communicate effectively  
  
Students taking these courses will learn how to communicate respectfully, especially in relation to Indigenous peoples and communities. This will require they “listen attentively, seek clarification, and work to understand the points of view of others.” These courses require students to “effectively present information using a variety of modes and media.” As much of what students will be presenting on can at times be contentious and/or of a sensitive nature, they will need to learn to “adapt their method of presentation to suit specific audiences” and be prepared to engage in respectful dialogue as result of such presentations. Students will be using “a variety of oral, written, and visual strategies.”
4. ILO (8). Engage in respectful and professional practices  
Students taking these courses will learn how to behave ethically and equitably, and act with integrity and take responsibility for their actions. Students will be engaging in professional dialogue and participate in Indigenous learning communities.
5. ILO (9). Contribute regionally and globally  
Given the content of these courses students will learn to be socially just, and prepared to participate in their regional and global communities, especially in relation to the Stó:lō, Metis and Maori. Students will learn knowledge of their region in relation to local First Nation communities as well as the world in relation to other forms of global colonization and Indigenous community resurgence. They will be better equipped to initiate change. And through various field trips, presentations demonstrate that they can use what they have learned at UFV to impact their community positively.

The updated course outlines for FNST 101, 102, 201,202 and 275 meet the following five Indigenous Studies Program Learning Objectives:

1. Respectfully identify and implement processes of de-colonization that empower Indigenous ways of knowing and improve Indigenous and non-Indigenous relations;
  2. Identify what is relevant to Indigenous resurgence and empowerment;
  3. Bridge worldview differences and understand cultural differences between Indigenous and settler societies;
  4. Use Indigenous research methodologies; can develop research questions that address contemporary Indigenous issues and/or Indigenous and Settler relations
  5. Be innovative, capable, and effective in enacting change in specific real-world and workplace environments.
4. **Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?** NO
5. **Which program areas have been consulted about the change(s)?**  
Indigenous Studies faculty, sessionals and Professors teaching into IS program for all five courses and for FNST 275 (IPK 275) Lorna Andrews, Linda Pardy and Vandy Britton were also consulted given its Education focus.
6. **In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)?** Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).
- I hope this is obvious. All five courses are 100% Indigenous content and taught by Indigenous Instructors so include Indigenous ways of knowing.
7. **How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?**  
As noted in question 6 above. As well these courses attract students from a variety of different cultural backgrounds – the diversity found among the students lends to the robust and dynamic informal but informative conversations, presentations and formal course dialogue. Each course is taught using Indigenous pedagogies that include collective learning, learning in circle, use of story, land and elders as knowledge keepers and choice of strength for written and/or verbal assignments.

8. **If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.**

All FNST courses are graded with letter grades except FNST 102 (IPK 106) which will remain credit/no credit. This course is focused exclusively on Stó:lō Healing practices so is not conducive to letter graded system. FNST 102 (IPK 106) also relies heavily on bringing in Stó:lō knowledge keepers as guest speakers. All FNST courses (except FNST 102 (IPK 106) require at least one fieldtrip so students can engage with local Stó:lō communities.

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

Estimated cost to the students is approximately \$60 per course, per student in form of textbook(s) and supplies.

For the department, estimated cost is approximately \$200 per course for Honoraria for guest Indigenous Knowledge Keepers (except FNST 102 (IPK 106) which is approximately \$500) and \$150 per course (except FNST 102 (IPK 106) for room rentals in community during fieldtrips.

**CWC comments and responses:**

IPK 105:

- As this is a 100-level course, would it be appropriate to include the translation of S'ólh Téméxw in the calendar description?  
*There is not a quick and easy definition that will do – and hope this creates curiosity for students to take class to learn what it means.*

IPK 275:

- Is there significant overlap between this course and IPK 207?  
*This course is on Indigenous Education, IPK 207 is on Residential Schools – there is absolutely no overlap at all they are completely different topics – this type of misunderstanding is exactly why we need these courses.*
- Calendar description: suggest changing “...students will be better prepared to enhance the learning environment in the classroom as well as validate and center Indigenous ways of knowing and being” to “students will be better prepared to enhance the learning environment in the classroom by validating and centering Indigenous ways of knowing and being”.  
*Did not make this change, although it reads better it doesn't capture everything as validating and centering Indigenous ways of knowing is not necessarily the ONLY way students will be better prepared.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2001  
 REVISED COURSE IMPLEMENTATION DATE: September 2022  
 COURSE TO BE REVIEWED (six years after UEC approval): February 2028  
 Course outline form version: 06/18/2021

## 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> IPK 105                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                            |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                      |
| <b>Course Full Title:</b> Introduction to Stó:lō People and Communities<br><b>Course Short Title:</b> Stó:lō People and Communities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                      |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Department (or program if no department):</b> Indigenous Studies                                                                                                                                                                                                                                                                                                                                               |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                      |
| <b>Calendar Description:</b><br>Introduces students and professionals working with the Stó:lō people to Stó:lō community development and acts of resistance to colonial policies and settlement. Students will examine the historical, socioeconomical, political, cultural, and social development. Students will also explore Stó:lō cultural philosophy, values, and beliefs and the relationship between the Stó:lō and S'ólh Téméxw.<br><br>Note: Field trips outside of class time will be required.<br>Note: Students with credit for FNST 101 cannot take this course for further credit.                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                      |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | None.                                                                                                                                                                                                                                                                                                                                                                                                             |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                      |
| <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>FNST 101</b><br>Cross-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>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br>Grading System: <b>Letter Grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): 24 |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                      |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">30</td> </tr> <tr> <td>Experiential (field trip)</td> <td style="text-align: center;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </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> Labs to be scheduled independent of lecture hours:   x <input type="checkbox"/> No <input type="checkbox"/> Yes | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                   | 30 | Experiential (field trip) | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br><b>PLAR is available for this course.</b> |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 30                                                                                                                                                                                                                                                                                                                                                                                                                |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                      |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 15                                                                                                                                                                                                                                                                                                                                                                                                                |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                      |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>45</b>                                                                                                                                                                                                                                                                                                                                                                                                         |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                      |
| <b>Transfer Credit</b> <i>(See <a href="http://bctransferguide.ca">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                      |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Date of meeting:</b> October 29, 2021                                                                                                                                                                                                                                                                                                                                                                          |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                      |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Date of meeting:</b> January 2022                                                                                                                                                                                                                                                                                                                                                                              |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                      |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Date of meeting:</b> February 25, 2022                                                                                                                                                                                                                                                                                                                                                                         |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                      |

**IPK 105**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**Learning Outcomes**

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

1. Identify and describe key historical events within Stó:lō history
2. Describe Stó:lō cultural philosophy, values and beliefs
3. Discuss the changes within Stó:lō identities and Stó:lō socioeconomic structure
4. Analyze the impact colonial policies have had on the Stó:lō
5. Identify strategies the Stó:lō use today to support Stó:lō communities, culture and worldview

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

|              |     |             |     |   |
|--------------|-----|-------------|-----|---|
| Project:     | 30% | Final exam: | 30% | % |
| Assignments: | 40% |             | %   | % |

**Details:**

Paper: 20%

Presentation: 20%

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

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

| Type                 | Author or description                              | Title and publication/access details         | Year |
|----------------------|----------------------------------------------------|----------------------------------------------|------|
| 1. Textbook          | Carlson, Keith                                     | You Are Asked to Witness                     | 1997 |
| 2. Textbook          | Carlson, Keith                                     | A Stó:lō Coast Salish Historical Atlas       | 2001 |
| 3. Textbook          | Coqualeetza Education Training Centre, Reuben Ware | Five Issues: Five Battlegrounds              | 1983 |
| 4. [click to select] |                                                    |                                              | old  |
| 5. Textbook          | Union of BC Indian Chiefs                          | The Life and Accomplishments of Rose Charlie | 2019 |

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

1. Introduction: course overview, Stó:lō people and communities
2. Stó:lō people and communities con't and Colonial history and impacts
3. Pre-contact Stó:lō socio-economic structures, land and fishing
4. Fieldtrip
5. Introduction to Stó:lō cultural philosophy and values, comparisons to Western cultural philosophy
6. Stó:lō communities: relatives and responsibilities
7. Since contact Stó:lō community acts of resistance and revival
8. Fieldtrip
9. Introduction to contemporary Stó:lō leadership and political organization Introduction to Stó:lō kinship ties and politics of identify
10. Introduction to S'ólh Téméxw: If this is your land than where are your stories?
11. Fieldtrip
12. Class Presentations
13. Class Presentations
14. Review
15. Final Exam





ORIGINAL COURSE IMPLEMENTATION DATE: January 2000  
 REVISED COURSE IMPLEMENTATION DATE: September 2022  
 COURSE TO BE REVIEWED (six years after UEC approval): February 2028  
 Course outline form version: 09/08/2021

## 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> IPK 106                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                                                         |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Course Full Title:</b> Stó:lō Ways of Healing and Helping<br><b>Course Short Title:</b> Stó:lō Ways of Healing/Helping                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                                         |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Department (or program if no department):</b> Indigenous Studies                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                                         |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Calendar Description:</b><br>By learning about Stó:lō ways of healing and helping, students will build upon a sense of self and connection to family and community responsibilities. Based within and from Stó:lō ways of being, students will reflect on the importance of holistic healing and building "self-in-relation" to healing, maintaining health, and building strong Stó:lō communities.<br><br>Note: Students with credit for FNST 102 cannot take this course for further credit. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                                         |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                                                         |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <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: FNST 102<br>Cross-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>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Credit/No Credit</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>24</b> |    |                                                         |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Experiential (cultural/elder learning or participation)</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                         | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 30 | Experiential (cultural/elder learning or participation) | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 30                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                                         |    |  |  |  |  |  |  |                    |           |                                                                                               |
| Experiential (cultural/elder learning or participation)                                                                                                                                                                                                                                                                                                                                                                                                                                            | 15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                                         |    |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                                         |    |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                                         |    |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                                         |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>45</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                                         |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                        | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca.</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i>                                                                                                                                                                                                                                                          |    |                                                         |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Date of meeting:</b> October 29, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                                                         |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Date of meeting:</b> January 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                                         |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Date of meeting:</b> February 25, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                                         |    |  |  |  |  |  |  |                    |           |                                                                                               |

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Describe a variety of Stó:lō methods of healing and helping.
2. Apply Stó:lō ways of knowing.
3. Reflect on the impact of self-esteem and motivation on healing.
4. Identify individual autonomy and its contribution to strengthening collective societies such as the Stó:lō.
5. Identify techniques of teamwork, sharing and group work that contribute to the healing and helping processes.
6. Practice the importance of building "self-in-relation" for healing and maintaining health.
7. Describe the holistic relationship between healing individuals and families and building healthy communities and nations.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

|                      |     |            |     |              |     |
|----------------------|-----|------------|-----|--------------|-----|
| Holistic assessment: | 30% | Portfolio: | 40% | Assignments: | 30% |
|                      |     |            | %   |              | %   |

**Details:**

Students will submit two learning journals and a learning summary.

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

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

| Type        | Author or description | Title and publication/access details                      | Year |
|-------------|-----------------------|-----------------------------------------------------------|------|
| 1. Other    | Course Pack           |                                                           |      |
| 2. Textbook |                       |                                                           |      |
| 3. Textbook | Mucina, Devi Dee      | Ubuntu Relational Love: Decolonizing Black Masculinities. | 2019 |
| 4.          |                       |                                                           |      |
| 5.          |                       |                                                           |      |

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

**Course Content and Topics**

Week:

1. Course overview, course expectation, introduction to Stó:lō ways of teaching and knowing
2. The individual roles and responsibilities within collective societies
3. Collective conceptions of healing and helping
4. Power of healing the individual within collective societies
5. Identity building self-esteem sense of belonging and motivation
6. Self-esteem and self-examination, location of self in collective
7. Field visit/guest speaker
8. Teamwork, sharing, and groupwork
9. Building "self-in-relation"
10. Healing and community/nation development
11. Healing and reclaiming language
12. Wrap-up



ORIGINAL COURSE IMPLEMENTATION DATE: January 2003  
 REVISED COURSE IMPLEMENTATION DATE: September 2022  
 COURSE TO BE REVIEWED (six years after UEC approval): February 2028  
 Course outline form version: 06/18/2021

## 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> IPK 205                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                            |                 |    |                           |    |  |  |  |  |  |  |                    |           |
| <b>Course Full Title:</b> Stó:lō Social and Governing Structures<br><b>Course Short Title:</b> Stó:lō Social & Gov. Struct.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                   |                 |    |                           |    |  |  |  |  |  |  |                    |           |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Department (or program if no department):</b> Indigenous Studies                                                                                                                                                                                                                                                                                                                                               |                 |    |                           |    |  |  |  |  |  |  |                    |           |
| <b>Calendar Description:</b><br>Examines Stó:lō social structure from pre-contact to contemporary times, including teachings from Sxwōxwiyám and S'ólh Téméxw. The role of Stó:lō Nation Society, Stó:lō Tribal Council, Qwi:qwelstom, and Xyolheméylh as service providers will be critiqued against the structure of Stó:lō communities, families, and ancestry, including the importance of kinship ties. Students will explore changing Stó:lō identities, relationships, and the interconnectedness with each other and S'ólh Téméxw.<br><br>Note: Students with credit for FNST 202 cannot take this course for further credit. |                                                                                                                                                                                                                                                                                                                                                                                                                   |                 |    |                           |    |  |  |  |  |  |  |                    |           |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | None.                                                                                                                                                                                                                                                                                                                                                                                                             |                 |    |                           |    |  |  |  |  |  |  |                    |           |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                   |                 |    |                           |    |  |  |  |  |  |  |                    |           |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                   |                 |    |                           |    |  |  |  |  |  |  |                    |           |
| <b>Antirequisite Courses (Cannot be taken for additional credit.)</b><br>Former course code/number: <b>FNST 202</b><br>Cross-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>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br>Grading System: <b>Letter Grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): 24 |                 |    |                           |    |  |  |  |  |  |  |                    |           |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">30</td> </tr> <tr> <td>Experiential (field trip)</td> <td style="text-align: center;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </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 | 30 | Experiential (field trip) | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 30                                                                                                                                                                                                                                                                                                                                                                                                                |                 |    |                           |    |  |  |  |  |  |  |                    |           |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 15                                                                                                                                                                                                                                                                                                                                                                                                                |                 |    |                           |    |  |  |  |  |  |  |                    |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                   |                 |    |                           |    |  |  |  |  |  |  |                    |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                   |                 |    |                           |    |  |  |  |  |  |  |                    |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                   |                 |    |                           |    |  |  |  |  |  |  |                    |           |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>45</b>                                                                                                                                                                                                                                                                                                                                                                                                         |                 |    |                           |    |  |  |  |  |  |  |                    |           |
| Labs to be scheduled independent of lecture hours:   x <input type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                   |                 |    |                           |    |  |  |  |  |  |  |                    |           |
| <b>Prior Learning Assessment and Recognition (PLAR)</b><br><b>PLAR is available for this course.</b><br>yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                   |                 |    |                           |    |  |  |  |  |  |  |                    |           |
| <b>Transfer Credit (See <a href="http://bctransferguide.ca">bctransferguide.ca</a>.)</b><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                   |                 |    |                           |    |  |  |  |  |  |  |                    |           |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Date of meeting:</b> October 29, 2021                                                                                                                                                                                                                                                                                                                                                                          |                 |    |                           |    |  |  |  |  |  |  |                    |           |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Date of meeting:</b> January 2022                                                                                                                                                                                                                                                                                                                                                                              |                 |    |                           |    |  |  |  |  |  |  |                    |           |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Date of meeting:</b> February 25, 2022                                                                                                                                                                                                                                                                                                                                                                         |                 |    |                           |    |  |  |  |  |  |  |                    |           |

## Learning Outcomes

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

1. Identify pre-colonial Stó:lō governing, social, cultural, familial, kinship community and family structures.
2. Analyze the impact of colonization and government policies and practices on the social structures and family life of Stó:lō people.
3. Define the holistic relationship between Stó:lō ways of knowing (e.g. sxwoxwiyam and S'olh Temexw) and the health and well being of individuals, families, and healthy communities and nations.
4. Identify ways in which involving family and community resources are used in the development of healing interventions in the Stó:lō communities.
5. Assess the various cultural practices and influences within families and communities among the Stó:lō people for healing and resurgence.
6. Identify ways in which current service providers promote and/or hinder Stó:lō resurgence, health and healing.

## Recommended Evaluation Methods and Weighting (Evaluation should align to learning outcomes.)

|              |     |            |     |  |   |
|--------------|-----|------------|-----|--|---|
| Assignments: | 30% | Portfolio: | 40% |  | % |
| Project:     | 30% |            | %   |  | % |

## Details:

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

**Texts and Resource Materials** (Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)

| Type        | Author or description   | Title and publication/access details                                                                                                                                                                                                                              | Year |
|-------------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Textbook | Swelimelexw (Rudy Leon) | Listen to Words Unsaid, Echoes of Elders                                                                                                                                                                                                                          | 2021 |
| 2. Other    | Thom, Brian             | Coast Salish Transformation Stories                                                                                                                                                                                                                               | 1998 |
| 3. Textbook | Schaepe, David (ed)     | Being Ts'elxweyew                                                                                                                                                                                                                                                 | 2017 |
| 4. Article  | Thomas, R. (2015)       | Honouring the Oral Traditions of my Ancestors through Storytelling. Toronto: Canadian Scholars Press. In Brown, L. and Strega, S. (Eds) (2nd Ed.) Research as Resistance: Critical, Indigenous and Anti-Oppressive Approaches, Canadian Scholars' Press: Toronto. | 2015 |
| 5. Article  | Palys, T & Victor, W.   | Getting to a Better Place: Qwi:qwelstom, the Sto:lo and Self-Determination in Indigenous Legal Traditions. Vancouver: UBC Press                                                                                                                                   | 2007 |

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

## Course Content and Topics

- Introductions, course outline, introduction to the Stó:lō
- Knowing your place in the family, Stó:lō family structures and Kinship ties
- Stó:lō Ways of Knowing and Being (e.g., S'ólh Téméxw)
- Stó:lō ways of knowing and being (e.g. Sxwōxwiyám)
- Stó:lō ways of knowing, families and colonial impacts
- Stó:lō culture and community health and well being
- Stó:lō governing structures
- Stó:lō service agencies and Stó:lō resurgence (e.g. Tribal Councils, Child Welfare, Justice, Governance)
- Student application through presentations



ORIGINAL COURSE IMPLEMENTATION DATE: September 2022  
 REVISED COURSE IMPLEMENTATION DATE: September 2022  
 COURSE TO BE REVIEWED (six years after UEC approval): February 2028  
 Course outline form version: 09/08/2021

## 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> IPK 206                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                                         |    |  |  |  |  |                    |           |                                                                                                      |
| <b>Course Full Title:</b> Stó:lō Communications and Worldview<br><b>Course Short Title:</b> Stó:lō Comm. and Worldview                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                                         |    |  |  |  |  |                    |           |                                                                                                      |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Department (or program if no department):</b> Indigenous Studies                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                                                         |    |  |  |  |  |                    |           |                                                                                                      |
| <b>Calendar Description:</b><br>Students will learn Stó:lō protocol while learning with and from the Stó:lō worldview and Stó:lō ways of knowing. This will include Stó:lō learning styles and Stó:lō oratures.<br>Note: Field trips outside of class time will be required.<br>Note: Students with credit for FNST 201 cannot take this course for further credit.                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                                         |    |  |  |  |  |                    |           |                                                                                                      |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                                      |
| <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>FNST 201</b><br>Cross-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>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>24</b> |    |                                                         |    |  |  |  |  |                    |           |                                                                                                      |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">30</td> </tr> <tr> <td>Experiential (cultural/elder learning or participation)</td> <td style="text-align: center;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </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                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 30 | Experiential (cultural/elder learning or participation) | 15 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.<br>yes |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 30                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                                                         |    |  |  |  |  |                    |           |                                                                                                      |
| Experiential (cultural/elder learning or participation)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                                                         |    |  |  |  |  |                    |           |                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                                         |    |  |  |  |  |                    |           |                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                                         |    |  |  |  |  |                    |           |                                                                                                      |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>45</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                                         |    |  |  |  |  |                    |           |                                                                                                      |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                        |    |                                                         |    |  |  |  |  |                    |           |                                                                                                      |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Date of meeting:</b> October 29, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                                         |    |  |  |  |  |                    |           |                                                                                                      |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Date of meeting:</b> January 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                                         |    |  |  |  |  |                    |           |                                                                                                      |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Date of meeting:</b> February 25, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                                         |    |  |  |  |  |                    |           |                                                                                                      |

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Describe the Stó:lō worldview and ways it differs from Western worldview.
2. Describe Stó:lō learning styles and differentiate those styles from non- Indigenous learning styles.
3. Describe Stó:lō oratures and ways of knowing.
4. Apply Stó:lō protocol while learning from oratures.
5. Demonstrate a rudimentary grasp and introduction to basic Halq'eméylem language.
6. Produce a portfolio of Stó:lō stories.
7. Develop first steps in presenting Stó:lō ways of knowing in respectful and responsible ways.
8. Practice being respectful towards Stó:lō communication protocols and ways of knowing.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

|                  |     |                |     |
|------------------|-----|----------------|-----|
| Project:         | 10% | Final exam:    | 25% |
| Assignments: 45% |     | Quizzes/tests: | 20% |

**Details:**

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

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

| Type        | Author or description                                | Title and publication/access details                                                                                                             | Year |
|-------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Textbook | Archibald, Jo-ann                                    | Indigenous Storywork: Educating the Heart, Mind, Body, and Spirit                                                                                | 2008 |
| 2. Textbook | Hampton, Eber                                        | Towards a Redefinition of Indigenous Education in First Nations Education in Canada: The Circle Unfolds. Battiste, Marie, Barman, Jean (editors) | 1995 |
| 3. Article  | Little Bear, Leroy                                   | Jagged Worldviews Colliding in Battiste, Marie (ed.). Reclaiming Indigenous Voice and Vision                                                     | 2000 |
| 4. Article  | Verna Kirkness, Danny Moonhawk Alford, Ethel Gardner | Various Language Revitalization articles                                                                                                         |      |

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

**Course Content and Topics**

Week:

1. Introductions, course syllabus, introduction to Stó:lō
2. Introduction to Stó:lō worldview and Halq'eméylem
3. Defining Indigenous Education and worldview
4. Learning to work with story
5. Stó:lō Oratures
6. Stó:lō Oratures
7. Halq'eméylem and Stó:lō ways of knowing
8. Colonial Impacts on oratures
9. Storywork and Protocol
10. Learning to Learn from Elders
11. Student application
12. Student application
13. Wrap up



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2007  
**REVISED COURSE IMPLEMENTATION DATE:** September 2022  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2028  
**Course outline form version:** 06/18/2021

## 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> IPK 275                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Full Title:</b> Indigenous Education: Contemporary Issues and Policies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Short Title:</b> Indigenous Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> Indigenous Studies                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Calendar Description:</b><br>Examines the major issues and policies impacting Indigenous education in Canada. By examining current and past policies from Indigenous perspectives, students will be better prepared to enhance the learning environment in the classroom as well as validate and center Indigenous ways of knowing and being.<br><br>Note: Students with credit for FNST 275 cannot take this course for further credit.                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | 15 university-level credits including HIST 103 or any FNST or IPK course.                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | None                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>EDUC 275</b><br>Cross-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>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br>Grading System: <b>Letter Grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): 24 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </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> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                   | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br><b>PLAR is available for this course.</b> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> October 29, 2021                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> January 2022                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> February 25, 2022                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |

**Learning Outcomes**

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

- Identify key colonial historical decisions and Indigenous responses that impact Indigenous learning.
- Discuss decisions made by Canada's Federal and Provincial governments that affect Indigenous peoples and education.
- Analyze how residential schools and other assimilation and integration policies continue to impact Indigenous learning.
- Identify strategies and policies that focus on capacity building for Indigenous communities, youth, and families.
- Demonstrate ability to learn respectfully and responsibly from Indigenous ways of knowing and being.
- Demonstrate respectful, responsible, and culturally appropriate ways to infuse Indigenous ways of knowing and being into classroom settings.
- Demonstrate the ability to communicate with and advocate for Indigenous youth, families, and Indigenous ways of knowing and being.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

|              |     |                   |                      |     |   |
|--------------|-----|-------------------|----------------------|-----|---|
| Project:     | 30% | [click to select] | Holistic assessment: | 40% | % |
| Assignments: | 30% | [click to select] | [click to select]    |     | % |

**Details:**

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

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

| Type        | Author or description                                    | Title and publication/access details                                                                                                                  | Year |
|-------------|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Textbook | M'Lot, Christine & Ferguson, Katya (eds)                 | Resurgence: Connecting Indigenous Narratives and Cultural Expressions With the K–12 Classroom                                                         | 2022 |
| 2. Textbook | Battiste, Marie                                          | Decolonizing Education: Nourishing the Learning Spirit                                                                                                | 2013 |
| 3. Textbook | Battiste, M & Barman, J.                                 | First Nations Education in Canada: The Circle Unfolds                                                                                                 | 1995 |
| 4. Article  | MacMath, S & Hall, W.                                    | Indigenous Education: Using the Science of Storywork to Teach With and Within Instead of About Indigenous Peoples                                     | 2018 |
| 5. Other    | First Nations Education Steering Committee               | Resource package                                                                                                                                      |      |
| 6. Article  | Pidgeon, M., Muñoz, M., Kirkness, V. J., & Archibald, J. | Indian control of Indian Education: Reflections and envisioning the next 40 years. <i>Canadian Journal of Native Education</i> , 36(1), 5-35,148-149. | 2013 |
| 7. Article  | Kirkness, V. J.                                          | Our peoples' education: Cut the shackles; cut the crap; cut the mustard. <i>Canadian Journal of Native Education</i> , 22(1), 10-15.                  | 1998 |

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

- Introduction: course overview, assignments, expectations. Introduction to the development of the concept "race", the Indian Act and importance of locating self
- Early colonial education policies regarding Indigenous peoples, e.g., Residential schools and child welfare and impacts on Indigenous learning, youth, and families; Indian Control of Indian Education; policy development of Indigenous education; parental involvement
- Canada's Federal and Provincial Governments' Indigenous education policies and strategies
- B.C. Ministry of Education, Department of Indigenous Education policies and strategies
- FNEEC, School District, and Union policies and procedures for working with Indigenous youth
- Critical examination of contemporary integration and Indigenization policies
- Bringing Indigenous ways of knowing into the classroom: A cautionary tale
- Modeling the Four Rs
- Building respectful relations with Indigenous educators, communities, and families



**Memo for Course Changes**

To: **FSCC, SFC, UEC**

From: **Ian Affleck, Department Head - Mathematics & Statistics**

Date: August 23, 2021

Subject: **Proposal for revision of MATH 141 – Calculus for Business**

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:

Data provided by IR shows that students who qualify to take MATH 141 by taking MATH 140 and MATH 110 are well prepared to succeed – even those whose grades in these prerequisite courses are the very minimum required. (Currently a C+ or better is required in MATH 110 and a C or better is required in MATH 140.) Therefore, we are proposing to remove the elevated grade requirements in MATH 140 and MATH 110 as prerequisites for MATH 141, and allow students into MATH 141 who have simply a C- or better in MATH 140 or MATH 110.

Meanwhile, data provided by IR shows that students who qualify to take MATH 141 by earning the minimum prerequisite grade in MATH 092 (a grade of C) are generally not well prepared for MATH 141. Therefore, we are proposing to increase the prerequisite grade in MATH 092 to be “C+ or better”, in order to increase student success in MATH 141.

We plan to continue to monitor the success of MATH 141 students in future.

The only other change proposed at this time is to correct the frequency of course offering statement, which should be “every semester” rather than “annually”.

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

No changes are being proposed to learning outcomes.

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

MATH 141 is required in the Bachelor of Business Administration. The proposed change in prerequisites relating to MATH 140 and MATH 110 will make it easier for students taking one of those courses to qualify for MATH 141, resulting in fewer students having to repeat MATH 140 and MATH 110. The proposed change in prerequisites relating to MATH 092 will lessen the number of students arriving underprepared in MATH 141, increasing the student success rate in that course.

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

The School of Business has been consulted about the change.

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

The Truth and Reconciliation Commission Calls to Action (Addressing the Legacy: Education, item 10(ii)) calls on the federal government to draft legislation which would improve education attainment levels and success rates among Aboriginal peoples. While the changes to MATH 141 proposed here are not in response to legislation, they will help in these regards. The changes make it easier for students to access MATH 141 after taking MATH 140 or MATH 110, which removes unnecessary hurdles to post-secondary education. The proposed change in the grade required in MATH 092 for a student to enter MATH 141 is to improve success rates in MATH 141. We have found that too many students entering MATH 141 with low grades in MATH 092 were not successful.

To illustrate how the course content relates to Indigenization of the curriculum at UFV, we consider its connections to some of the First Nations Principles of Learning, as summarized by the First Nations Education Steering Committee of BC. (See <http://www.fnesc.ca/first-peoples-principles-of-learning/>.)

One of those principles is that *“Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.”* In Calculus, students analyse real-world situations where optimization will benefit family, community, and environment through cost savings and increased efficiency. It is for this reason that MATH 141 is one of two Calculus courses which can be used in the prerequisite for ECON 375 (Health Economics), two of whose Learning Outcomes are as follows:

- “Analyze issues and policies in health care, focusing on access to care, health insurance, quality of care, and health care costs”
- “Generate policy recommendations that incorporate economic principles of efficiency and equity backed by evidence.”

Jo-Anne L. Chrona has developed a website

(<https://firstpeoplesprinciplesoflearning.wordpress.com/>) in which she reflects on the First Nations Principles of Learning, providing valuable implications of each for classroom and school. For the principle which states that *“Learning is holistic, reflexive, reflective, experiential, and relational*

*(focused on connectedness, on reciprocal relationships, and a sense of place)*”, these implications include the following:

- “Developing cross-curricular learning experiences for learners.”
- “Ensuring learners see relevancy in what they are learning.”

MATH 141 provides cross-curricular learning experiences for learners, demonstrating the relevance and utility of mathematics in Business, Economics, and Social Sciences. The fact that real-world applications and examples from these areas of study are used in MATH 141 shows support in this course for another one of the principles, that *“Learning is embedded in memory, history, and story.”*, one of whose implication for school and classroom is “Using story and narrative to teach across curricular areas.”

Finally, learning outcomes of MATH 141 state that students will be able to “compute asymptotic limits”, and “interpret all results in the field of interest from which the model being analyzed arose.” End behavior limits of functions are typically illustrated by examining long-term trends of animal populations in a natural setting, such as the size of a herd in a national park, or a salmon population in a stream. As students reflect on the conclusions they draw about sustainability – extrapolated far into the future – their experience connects to two more First Peoples Principles of Learning: *“Learning involves recognizing the consequences of one’s actions”* and *“Learning involves generational roles and responsibilities.”*

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. No change
  - b. Class size limit. No change
  - c. Frequency of offering. No change.
  - d. Resources required (labs, equipment). No change.
  
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?
 

No field trips are required for this course.
  
10. Estimate of the typical costs for this course, including textbooks and other materials:
 

\$95 for e-text and online homework system package.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2010  
 REVISED COURSE IMPLEMENTATION DATE: September 2022  
 COURSE TO BE REVIEWED: (six years after UEC approval) January 2020  
**Course outline form version: 09/15/14**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> MATH 141                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Course Full Title:</b> Calculus for Business                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Faculty:</b> Faculty of Science/Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> Mathematics and Statistics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Calendar Description:</b><br><p>Functions used in business, economics, and social science are analyzed, using techniques of single-variable differential and integral calculus, and the applications of these results are interpreted. Topics include optimization, curvature analysis, related rates, marginal analysis, linear approximation, and approximation of total change and average value by antidifferentiation and the Fundamental Theorem of Calculus.</p>                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <p>One of the following: MATH 140 or MATH 110 or (B or better in Calculus 12) or (C+ or better in one of Principles of Mathematics 12, Pre-calculus 12, or MATH 096) or (C+ or better in both MATH 094 and 095) or (C or better in MATH 092) or (a score of 17/25 or better on Part B of the MSAT together with a score of 34/50 or better on Parts A and B combined).</p> <p>Note: As of January 2023, prerequisites will change to one of the following: MATH 140 or MATH 110 or (B or better in Calculus 12) or (C+ or better in one of Principles of Mathematics 12, Pre-calculus 12, MATH 096, or MATH 092) or (C+ or better in both MATH 094 and 095) or (a score of 17/25 or better on Part B of the MSAT together with a score of 34/50 or better on Parts A and B combined).</p> |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>MATH 115</b><br>Cross-listed with:<br>Equivalent course(s): <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                          |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                                                                                                                                                                                                                                                                                                                                                                     |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Total Hours: 50</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>50</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>50</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 50 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>50</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i><br><b>Maximum enrolment (for information only): 36</b><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> every semester |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 50        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>50</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Department / Program Head or Director</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> August 23, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date approved:</b> September 10, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> February 25, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |

**Learning Outcomes**

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

1. Compute asymptotic limits and limiting difference quotients of simple functions numerically.
2. Estimate tangent slopes graphically and estimate instantaneous rates of change numerically.
3. Translate between tangent slope, instantaneous rate of change, and derivative notation.
4. Describe derivative functions graphically, numerically, and algebraically.
5. Apply techniques of differentiation (including product, quotient and chain rules) to compute the derivatives of functions built from polynomial, exponential, and logarithmic expressions.
6. Apply derivatives to approximate function values and solve applied problems in optimization, related rates, and marginal analysis.
7. Compute antiderivatives of basic functions.
8. Use definite integrals to compute area under a curve, total change, and average value; both algebraically and with the aid of technology.
9. Interpret all results in the field of interest from which the model being analyzed arose.

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

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

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

Students will learn to use graphing calculators as a tool for plotting and analyzing functions.

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

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

**Typical Text(s) and Resource Materials**

| Author (surname, initials) | Title (article, book, journal, etc.)                              | Current ed.              | Publisher | Year |
|----------------------------|-------------------------------------------------------------------|--------------------------|-----------|------|
| 1. Bittinger et al         | Calculus and its Applications, 2 <sup>nd</sup> custom ed. for UFV | <input type="checkbox"/> | Pearson   | 2016 |
| 2.                         |                                                                   | <input type="checkbox"/> |           |      |

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

Texas Instruments graphing calculator (TI-83, TI-83Plus, TI-84, TI-85, or TI-86) is required.

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |   |            |      |
|----------------|-----|--------------|-----|-------------------|---|------------|------|
| Final exam:    | 40% | Assignments: | 15% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | 45% | Lab work:    | %   | Field experience: | % | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | % | Total:     | 100% |

**Details (if necessary):** Students must obtain at least 40% on the final exam to pass the course, regardless of term grades.

**Typical Course Content and Topics**

1. Limits, continuity, differentiability:
  - (a) Examining asymptotic limits, graphically and numerically
  - (b) Numerically estimating limiting difference quotients
2. The derivative:
  - (a) The numerical derivative as a tangent slope and as an instantaneous rate of change
  - (b) Derivative functions
  - (c) Using the graph of a function to graph its derivative
3. Techniques of differentiation:
  - (a) Constant, constant multiple, sum and difference rules
  - (b) Product and quotient rules
  - (c) The chain rule
  - (d) Second-order derivatives
4. Applications of differentiation:
  - (a) Optimization
  - (b) Marginal analysis
  - (c) Curvature and inflection points
  - (d) Linear approximation of change
  - (e) Related rates
5. Integration:
  - (a) The definite integral and its connection to area and total change.
  - (b) Accumulation functions
  - (c) The Fundamental Theorem of Calculus
  - (d) Average value of a function

**Memo for Course Changes**

To: UEC

From: Ben Vanderlei, Department Head, Mathematics & Statistics

Date: November 27, 2021

**Subject: Proposal for revision of Math 345: Modern Geometries**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

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 is a regular course review. Since the last review, several different instructors have taught the course and the proposed changes align with the common approaches taken during recent course offerings.**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): **A few minor revisions to several LOs focus on allowing instructors to vary the choice of specific foci in the non-Euclidean geometry coverage. The two new additional LOs target effective communication (in line with ILOs 1 and 5) and geometries embedded in culture and society (ILOs 6-8).**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **No.**
5. Which program areas have been consulted about the change(s)? **Not applicable.**
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic](#)

[Plan, Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

The course aligns and contributes in several ways according to the First Peoples' Principles of Learning, such as the reflective and experiential aspects of learning. ▸

This course is a hands-on exploration of various geometries, and includes experiential tasks such as compass and straightedge constructions done by hand as well as with the use of technology. The typical evaluation methods also include student presentations, where they each get to share their approach to the material, while peer feedback provides opportunities to reflect on one's practice. The course content examines various geometries in relation and connection to one another, and development throughout history.

On the one hand, the course highlights the importance of the axiomatic approach established by Euclid and how it affected the development of mathematics overall. As such, the content examines the importance of systemic development of a discipline and its rigour. On the other hand, this is contrasted by the human initiatives to examine the building blocks and recognize potential consequences of "thinking outside the box", which resulted in the birth and development of non-Euclidean geometries.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

The course attracts math majors who wish to pursue academic careers as well as those who wish to teach mathematics in high school. As such, the learning community of the course is diverse in their views, experiences and goals. Assessment design draws on this diversity. Student presentations allow the class to experience the variety of viewpoints present in the room. Written assignments incorporate peer feedback and students' reflecting on each other's work. Hands-on activities during class emphasize the value in different approaches.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. **Not applicable.**
9. Estimate of the typical costs for this course, including textbooks and other materials: **depending on the instructor's choice, the textbook is either an open resource or approximately \$40-80.**



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2006  
**REVISED COURSE IMPLEMENTATION DATE:** September 2022  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2028  
**Course outline form version:** 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> MATH 345                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Modern Geometries                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> Mathematics & Statistics                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students will study problems and constructions in Euclidean and non-Euclidean geometries, such as projective geometry, spherical geometry, and hyperbolic geometry. Topics include the parallel postulate and its consequences, transformations, symmetries and applications.                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | MATH 211, MATH 221, and MATH 265.                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>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>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">50</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>50</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 50 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>50</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 50        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>50</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> November 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> February 4, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> February 25, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |



**Learning Outcomes** (These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)

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

1. State precise definitions of fundamental concepts in the geometries studied.
2. Compare and contrast the main principles/theorems of Euclidean and non-Euclidean geometries.
3. Apply definitions and theorems to prove geometrical results.
4. Classify transformations and symmetries in different geometries.
5. Discuss properties of various transformations, including invariants.
6. Discuss the general notions of distance and geodesics, independent of any particular geometry.
7. Use concrete models to demonstrate geometric concepts, such as the meaning of parallelism in various geometries.
8. Display effective mathematical communication in both written and oral formats, for example through presentation of high-quality mathematical proofs of basic theorems in geometry.
9. Discuss geometry across cultures and societies.

**Recommended Evaluation Methods and Weighting** (Evaluation should align to learning outcomes.)

|              |     |                |     |                   |   |
|--------------|-----|----------------|-----|-------------------|---|
| Final exam:  | 40% | Quizzes/tests: | 20% | [click to select] | % |
| Assignments: | 25% | Project:       | 15% | [click to select] | % |

**Details:** Project might include a written report and/or an oral presentation component.

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

**Texts and Resource Materials** (Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)

| Type        | Author or description                | Title and publication/access details                                                   | Year |
|-------------|--------------------------------------|----------------------------------------------------------------------------------------|------|
| 1. Textbook | P.J. Ryan                            | Euclidean And Non-Euclidean Geometry: An Analytic Approach. Cambridge University Press | 1996 |
| 2. Textbook | J. Stillwell                         | The Four Pillars of Geometry. Springer                                                 | 2005 |
| 3. Textbook | Carroll and Rykken                   | Geometry: The Line and the Circle. MAA Press                                           | 2018 |
| 4. Textbook | D.A. Brannan, M.F. Esplen, J.J. Gray | Geometry, 2 <sup>nd</sup> edition. The Open University                                 | 2012 |

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

Possible computer software: Geometer's Sketchpad, NonEuclid (freeware), Maple

**Course Content and Topics**
**Euclidean geometry:**

- Euclid's Elements, basic constructions, axiomatic approach
- The parallel postulate, angles, and the Pythagorean theorem
- Isometries: reflections, rotations, and translations
- Symmetries
- n-dimensional Euclidean space
- vectors and Euclidean space
- affine geometries and transformations

**Projective geometry:**

- Projective coordinates
- Projective line, plane, and n-space
- Projective transformations
- Cross-ratio and linear fractional functions
- Perspective drawing, Desargues' theorem
- Projective arithmetic
- Homogeneous polynomials, algebraic curves

**Hyperbolic geometry:**

- Parallels in hyperbolic geometry Area and angular defect
- Circles and distance Poincare's model
- Hyperbolic transformations

**Spherical geometry:**

- Geodesics on spheres
- Spherical triangles
- Spherical symmetries
- Application: mapmaking

**Other geometries:**

- Fractal geometry
- Spacetime geometry

**Memo for Course Changes**

To: UEC

From: Ben Vanderlei, Department Head, Mathematics & Statistics

Date: Dec 23, 2021

**Subject: Proposal for revision of STAT 420: Empirical and Non-Parametric Statistics**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

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 is a regular 6-year course review. The aim of proposed changes is to optimize the teaching effects.**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

**Some minor revisions about wordings of the original learning outcomes will provide more targeted assistance to reach the teaching purpose.**

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

**No.**

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

**None.**

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic](#)

[Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

**The course introduces various techniques to analyse real-world data from a wide variety of disciplines: agriculture, biology, sociology, education, psychology, medicine, business, geology, and anthropology. Students are expected to apply the skills learned from the course to measure and analyse local real-life data, including data on Indigenous communities, children and families, health and well-being, education, work and many other topics. The techniques allow learners to make decisions that benefit the community.**

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

**Assignment design, topic selection and curriculum delivery are designed under the principle of equity and put everyone on the same page. The course attracts diverse students who wish to be data analysts or pursue academic careers. Students can incorporate each other's knowledge and learn the course in their views, with their own experiences and goals.**

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

**Not applicable.**

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

**Depending on the instructor's choice, the textbook is either an open resource or approximately \$100-200.**



ORIGINAL COURSE IMPLEMENTATION DATE: July 1994  
 REVISED COURSE IMPLEMENTATION DATE: September 2022  
 COURSE TO BE REVIEWED (six years after UEC approval): February 2028  
 Course outline form version: 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> STAT 420                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Empirical and Non-Parametric Statistics                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Emp. & Non-Parametric Stats                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department (or program if no department):</b> Mathematics & Statistics                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Introduction to various non-parametric techniques to test parameters for location and dispersion, including problems in single sample, two or more independent samples, and two or more related samples. Non-parametric inferential procedures are used when the assumptions underlying parametric tests are invalid. Goodness-of-fit tests and tests of association are also discussed.                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | One of STAT 270, STAT 271, STAT 315, or STAT 330.                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>MATH 420</b><br>Cross-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>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>Yes; cannot be repeated for credit</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Infrequent</b><br>Maximum enrolment (for information only): <b>36</b> |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td style="text-align: center;">10</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: center;"><b>50</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 40 | Supervised laboratory hours (computer lab) | 10 |  |  |  |  |  |  | <b>Total hours</b> | <b>50</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 40        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>50</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                             |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                                           |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> June 14, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> February 4, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> February 25, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Test the location parameter using sign test, Wilcoxon signed ranks test, median test, Mann-Whitney test, Kruskal-Wallis test and Friedman test.
2. Construct confidence intervals for location parameter based on sign test, Wilcoxon signed ranks test, median test and Mann-Whitney test.
3. Use Moses' test and Ansari-Bradley test for dispersion parameter.
4. Apply chi-square test, Kolmogorov-Smirnov test and Lilliefors test for goodness of fit test.
5. Employ the Spearman rank correlation coefficient, Kendall's tau, chi-square test and Kendall's coefficient of concordance to test for association.
6. Use one-sample runs test and Cox-Stuart test for trend.
7. Apply Hollander test of extreme reactions and Fisher exact test.
8. Use McNemar test for two related samples.
9. Apply the non-parametric techniques learned from the course to analyze the real-life data.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

|                |     |             |     |                   |   |
|----------------|-----|-------------|-----|-------------------|---|
| Assignments:   | 20% | Project:    | 20% | [click to select] | % |
| Quizzes/tests: | 20% | Final exam: | 40% | [click to select] | % |

**Details:**

The above percentages may vary among instructors and years. The final exam is comprehensive. Students must obtain at least 40% on the final exam to pass the course.

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

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

| Type        | Author or description                     | Title and publication/access details                           | Year |
|-------------|-------------------------------------------|----------------------------------------------------------------|------|
| 1. Textbook | Conover, W.J.                             | Practical Nonparametric Statistics, Wiley. 3 <sup>rd</sup> ed. | 1999 |
| 2. Textbook | Daniel, W.                                | Applied Nonparametric Statistics, Duxbury. 2nd ed.             | 1990 |
| 3. Textbook | Hollander, M., Wolfe, D., and Chicken, E. | Nonparametric Statistical Methods                              | 2014 |
| 4. Textbook | Corder, G and Foreman D.                  | Nonparametric Statistics A Step-by-Step Approach               | 2014 |
| 5. Textbook | Sprent, P. and Smeeton, N.C.              | Applied Nonparametric Statistical Methods                      | 2001 |

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

**Course Content and Topics**

Test for location parameter:

- One sample---sign test, Wilcoxon signed ranks test and their associated confidence intervals.
- Two independent samples---median test, Mann-Whitney test and their associated confidence intervals.
- Two related samples---sign test, Wilcoxon matched-pairs signed ranks test and their associated confidence intervals.
- Three or more independent samples---extension of median test, Kruskal-Wallis test, multiple comparisons, Lehman contracts, comparing all treatments with a control.
- Three or more related samples---Friedman two-way analysis of variance by ranks, multiple comparisons, Durbin's test for incomplete block designs, aligned ranks.

Test for dispersion parameter:

- Two independent samples---Moses' test, Ansari-Bradley test.

Goodness-of-fit test:

- One sample---chi-square test, Kolmogorov-Smirnov test, confidence band for a population distribution function, Lilliefors test.
- Two independent samples---Kolmogorov-Smirnov test.

Test for association:

- One sample---Spearman rank correlation coefficient, Kendall's tau and its confidence interval.
- Two independent samples---chi-square test of independence.
- Three or more independent samples---Kendall's coefficient of concordance, chi-square test, partial rank correlation.

Other tests:

- One sample---binomial test, one-sample runs test, Cox-Stuart test for trend.
- Two independent samples---Hollander test of extreme reactions, Fisher exact test, chi-square test of homogeneity.

Two related samples---McNemar test.

**Memo for Course Changes**

To: FATS CC, FATS FC, UEC

From: Lin Long, Physics Department Head

Date: Aug 25<sup>th</sup>, 2021

**Subject: Proposal for revision of ENGR 123 (Engineering Design I)**

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

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

2. Rationale for change:

The only change to the course is to remove ENGL 105 as a pre/corequisite. ENGR 123 was formerly ENGR 151, which did not have ENGL 105 as pre/corequisite. The ETP entrance requirement on English is sufficient for ENGR 123. ENGL 105 is required for the ETP program and the students can take ENGL 105 anytime before they complete the ETP program so ENGL 105 doesn't need to be in the prerequisite of ENGR 123.

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

There are no changes to the learning outcomes.

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

No

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

Engineering/Advising

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

- The department attempts to incorporate questions in physics/engineering relevant to the lives of indigenous students.
- Self-reflection will be incorporated.

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:

No change

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

No

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

The recommended (but not required) text is about \$150.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2021  
**REVISED COURSE IMPLEMENTATION DATE:** September 2022  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2027  
**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> ENGR 123                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                       |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Course Full Title:</b> Engineering Design I: Design and Drafting<br><b>Course Short Title:</b> Engineering Design 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 Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Department (or program if no department):</b> Physics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                       |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Calendar Description:</b><br>Introduces students to the engineering design process through individual exercises and a series of mini-projects and labs undertaken in groups. Students will study the engineering design process, relevant technical background (including engineering drawing and CAD tools), project/group dynamics, professional responsibility, and writing and presentation skills over the course of the term.<br><br>Note: Students with credit for ENGR 151 cannot take this course for further credit.                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                       |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                       |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                       |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | MATH 111, PHYS 111, and one of ENGR 153 or COMP 152.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                       |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>ENGR 151</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><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><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 checked="" 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; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar hours</td> <td style="width: 20%; 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;">30</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>75</b></td> </tr> </table> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Lecture/seminar hours | 45 | Tutorials/workshops |  | Supervised laboratory hours | 30 | Experiential (field experience, practicum, internship, etc.) |  | Supervised online activities |  | Other contact hours: |  | <b>Total hours</b> | <b>75</b> |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 45                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                       |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 30                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                       |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                       |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                       |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>75</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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Date approved:</b> August 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                       |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Date approved:</b> October 14, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                       |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Date of meeting:</b> February 25, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                       |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |



**Learning Outcomes:**

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

- Describe the concept of a profession and the unique aspects of the engineering profession.
- Describe the different engineering disciplines.
- Apply engineering decision-making and design processes to well-defined and well-constrained engineering problems.
- Apply scientific principles to the understanding and analysis of engineering problems, and to the design of potential solutions.
- Describe the use of prototyping in the engineering design process.
- Describe the contributions that an engineer can make to society as well as the impact (both positive and negative) that an engineering project can have on society.
- Participate equitably as a member of a team, demonstrating initiative, professionalism, and effective intra-team communication.
- Prepare and deliver effective technical poster presentations, oral presentations, and technical reports.
- Demonstrate ability to draw engineering 2D sketching and Orthographic.
- Demonstrate ability to draw engineering 3D Isometric and perspective sketches.
- Prepare electronic drawings using CAD tools.
- Apply engineering tools, including hand tools, prototyping tools, and software tools to create, test, and analyze physical embodiments of an engineering design.

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

☐ Yes ☒ No, PLAR cannot be awarded for this course because content and instruction are mandated by governing body.

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

Lecture, tutorial work, group projects, invited speakers, field trips.

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

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

| Author (surname, initials) | Title (article, book, journal, etc.)   | Current ed.                         | Publisher | Year |
|----------------------------|----------------------------------------|-------------------------------------|-----------|------|
| 1. Dunwoody, B et.al.      | Fundamental Competencies for Engineers | <input checked="" type="checkbox"/> | Oxford    |      |
| 2. Lockhart, S.D. et.al    | Engineering Design Communication       | <input checked="" type="checkbox"/> | Pearson   | 2012 |
| 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: | 15% | Field experience: | % | Portfolio: | %    |
| Midterm exam:  | 15% | Project:     | 25% | Practicum:        | % | Other:     | %    |
| Quizzes/tests: | 10% | Lab work:    | %   | Shop work:        | % | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

Module 1: Engineering profession

Module 2: Engineering design process

- Introduction to team work
- Communication
- Engineering design process
- Engineering fundamentals

Module 3: Engineering drawing

- Isometric / orthographic
- Computer Aided Drawing
- 3D rendering / prototyping tools

**Memo for Course Changes**

To: FATS CC, FATS FC, UEC

From: Lin Long, Physics Department Head

Date: Aug 25<sup>th</sup>, 2021

**Subject: Proposal for revision of ENGR 153 (Structured Programming for Engineers)**

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

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

2. Rationale for change:

The prerequisites are being expanded to allow students other options for completing the math competency required for the course. COMP 152 (Introduction to Structured Programming) is equivalent to ENGR 153 (Structured Programming for Engineers). The students outside of the ETP take this course as well, such as some students in BSc program and Engineering Physics diploma. Adding MATH 093, 095, and 096 will not exclude the students outside of ETP to take this course.

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

There are no changes to the learning outcomes.

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

No

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

Engineering/Advising

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

- The department attempts to incorporate questions in physics/engineering relevant to the lives of indigenous students.
- Self-reflection will be incorporated.

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:  
No change
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?  
No
10. Estimate of the typical costs for this course, including textbooks and other materials:  
The recommended (but not required) text is about \$150.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2021  
**REVISED COURSE IMPLEMENTATION DATE:** September 2022  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2027  
**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> ENGR 153                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                           |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Course Full Title:</b> Structured Programming for Engineers<br><b>Course Short Title:</b> Programming for Engineers<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 Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> Physics                                                                                                                                                                                                                                                                                                         |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Calendar Description:</b><br>Students will learn programming design, data types, functions, and data structures, with a focus on engineering applications.<br><br>Note: Students with credit for COMP 152 cannot take this course for further credit.                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                  |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | B or better in one of Pre-Calculus 12, MATH 093, or MATH 096.                                                                                                                                                                                                                                                                                                    |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | None                                                                                                                                                                                                                                                                                                                                                             |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | None                                                                                                                                                                                                                                                                                                                                                             |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Dual-listed with:<br>Equivalent course(s): <b>COMP 152</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 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="http://bctransferguide.ca">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> |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <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;">30</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>75</b></td> </tr> </table> |           | Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                            | 45 | Tutorials/workshops |  | Supervised laboratory hours | 30 | Experiential (field experience, practicum, internship, etc.) |  | Supervised online activities |  | Other contact hours: |  | <b>Total hours</b> | <b>75</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 30        |                                                                                                                                                                                                                                                                                                                                                                  |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                  |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                  |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                  |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>75</b> |                                                                                                                                                                                                                                                                                                                                                                  |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Maximum enrolment (for information only):</b> 24<br><b>Expected Frequency of Course Offerings:</b><br>Fall <i>(Every semester, Fall only, annually, etc.)</i>                                                                                                                                                                                                 |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Department / Program Head or Director:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> August 2021                                                                                                                                                                                                                                                                                                                                |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b> October 14, 2021                                                                                                                                                                                                                                                                                                                           |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> February 26, 2022                                                                                                                                                                                                                                                                                                                        |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |

## Learning Outcomes:

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

- Analyze the behaviour of simple programs involving the fundamental programming constructs variables, expressions, assignments, I/O, control constructs, functions, parameter passing, and recursion.
- Design, implement, test, and debug a program that uses each of the following fundamental programming constructs: basic computation, simple I/O, standard conditional and iterative structures, the definition of functions, parameter passing, constants, and enumerated types.
- Modify and expand short programs that use standard conditional and iterative control structures and functions.
- Break problems up into sub-problems using functions, when writing programs.
- Describe the concept of dynamic data structures and their uses.
- Discuss the importance of consistent and readable documentation and program style standards in an engineering design context.
- Create readable and maintainable software.

## Prior Learning Assessment and Recognition (PLAR)

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

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

Lecture and lab.

**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. Savitch, W.             | Problem Solving with C++             | <input checked="" type="checkbox"/> | Pearson   |      |
| 2.                         |                                      | <input type="checkbox"/>            |           |      |
| 3.                         |                                      | <input type="checkbox"/>            |           |      |
| 4.                         |                                      | <input type="checkbox"/>            |           |      |
| 5.                         |                                      | <input type="checkbox"/>            |           |      |

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

## Typical Evaluation Methods and Weighting

|                |     |              |     |                   |   |            |      |
|----------------|-----|--------------|-----|-------------------|---|------------|------|
| Final exam:    | 40% | Assignments: | 15% | Field experience: | % | Portfolio: | %    |
| Midterm exam:  | %   | Project:     | %   | Practicum:        | % | Other:     | %    |
| Quizzes/tests: | 25% | Lab work:    | 20% | Shop work:        | % | Total:     | 100% |

## Details (if necessary):

## Typical Course Content and Topics

These are the provincially mandated course outcomes for this course. The programming language must be C or C++ and include:

1. Program comprehension
  - Analyze and explain the behaviour of simple programs involving the fundamental programming constructs variables, expressions, assignments, I/O, control constructs, functions, parameter passing, and recursion.
2. Program design and implementation
  - Design, implement, test, and debug a program that uses each of the following fundamental programming constructs: basic computation, simple I/O, standard conditional and iterative structures, the definition of functions, parameter passing, constants, and enumerated types.
3. Primitive data types
  - Identify and describe the appropriate use of primitive data types
  - Write programs that use primitive data types Conditional and Iterative Constructs
  - Choose appropriate conditional and iteration constructs for a given programming task
  - Modify and expand short programs that use standard conditional and iterative control structures and functions.
4. Functions
  - Describe the purpose of function definitions
  - Describe the importance of modularization when solving problems
  - Break problems up into sub-problems using functions, when writing programs
5. Advanced data structures
  - Write programs that use each of the following data structures: arrays, structs, strings.
  - Write programs that use pointers for dynamic memory allocation and release
  - Describe the concept of dynamic data structures and their uses

- Recognize the risks of pointers.
- 6. Code quality
  - Apply consistent documentation and program style standards
  - Describe the importance of consistent documentation and program style standards
  - Create readable and maintainable software using conventions like documentation and program style standards

These will be implemented through the following topic areas:

1. Basics and definitions; computing as an engineering design problem
2. Data types and representations
3. Operations and library functions
4. Decision making options
5. Looping options
6. Functions and passing variables
7. Arrays
8. Pointers
9. String manipulation
10. Introduction to microprocessors

**Memo for New Course**

**To:** Chair, Undergraduate Education Committee

**From:** Curtis Magnuson, Interim Director, School of Social Work and Human Services

**Date:** December 2, 2021

**Subject:** **Proposal for new course (HSER 194, Education Assistants and Inclusive Schools)**

1. **Rationale for new course:** HSER 194 was developed to replace SOWK 110 in the School and Community Support Worker (SCSW) certificate. The Human Services Committee proposed in its report to, and feedback from the Human Services Program Review site visitors recommended that, SOWK 110 be removed as a requirement from the SCSW certificate program. SOWK 110 is an Introduction to Social Work and Human Services, not specific to the objectives of the SCSW certificate, which is to graduate students qualified to work as education assistants with diverse learners in schools and support workers in the community. HSER 194 was developed to be current with best practise in BC schools and post-secondary programs.
2. **How this new course fits into program(s):** HSER 194 is a needed addition to the SCSW certificate, in keeping with the program's goal of moving in the direction of training graduates to work as education assistants. The addition of HSER 194 and removal of SOWK 110 will result in no change to the total number of program credits.

**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):**  
 Since 2016, the Human Services Committee has identified the need to provide additional instructional content related to education assisting in schools. In support of this, the Human Services Review site visitors recommended that no less than 50% of the certificate's curriculum be devoted to education assisting. The introduction of HSER 194 will bring the number of credits specific to education assisting from 4.5 to 7.5 credits of 24 credits of coursework, excluding the 7-credit practicum.  
 Given that the overwhelming majority of graduates of the program complete practicum placements and seek employment in schools, it is imperative for the program to move in this direction. Movement in this direction has been partially achieved by updating HSER 190 and HSER 192; however, additional curriculum will need to be developed and the School is working on curriculum development at this time. In order to work as an education assistant in schools, candidates must have a minimum of a certificate related to education assisting; however, there is no minimum education requirement to work in the community support sector. Currently, the Upper Fraser Valley, Langley, and Surrey

school districts will not place or hire our certificate graduates because they do not accept that our certificate qualifies as an Education Assistant credential.

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

5. **Which program areas have been consulted about the course?** The School of Social Work and Human Services has had fulsome discussions about this proposed change and worked with Teacher Education and Child, Youth and Family Studies in developing this course.

6. **If a new discipline designation is required, explain why:** N/A

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

The second learning outcome addresses indigenization specifically and the sixth class covers the guiding principles of the BC First Nations Education Steering Committee.

8. **If this course is not eligible for PLAR, explain why:** This course will be eligible for PLAR.

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

10. **Credit value:** 3 credits. No effect.

11. **Class size limit:** 32

12. **Frequency of offering:** Annually. No effect.

13. **Resources required (labs, equipment):** No effect

14. **Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?** No, field trips are not required.

15. **Estimate of the typical costs for this course, including textbooks and other materials:**  
Textbook is \$64.95. A course pack will also be developed.





ORIGINAL COURSE IMPLEMENTATION DATE: September 2022  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): February 2028  
 Course outline form version: 09/08/2021

## 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> HSER 194                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Course Full Title:</b> Education Assistants and Inclusive Schools<br><b>Course Short Title:</b> EAs and Inclusive Schools                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Department (or program if no department):</b> School of Social Work and Human Services                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Calendar Description:</b><br>Students will consider schools as engaging and inclusive gathering places for all learners. They will explore the education assistant's collaborative role in supporting social and emotional well-being for individual students and the school community.                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Admission to the School and Community Support Worker certificate or Social Service Worker diploma.                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <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>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>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>32</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">30</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </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                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 30 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 30                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>45</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                               |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Date of meeting:</b> December 3, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Date of meeting:</b> January 14, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Date of meeting:</b> February 25, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Facilitate caring and flexible support for students who have diverse strengths and needs through a trauma-informed lens.
2. Examine the education assistant's role in building trust using positive behaviour support (PBS).
3. Describe supports that address issues of decolonization, social justice, equity, diversity, and inclusion.
4. Describe supports that foster students' social and emotional competencies.
5. Describe the Education Assistant's role in identifying and responding to student safety concerns.
6. Articulate one's professional identity as a reflective practitioner.
7. Articulate the value of standards of practice for education assistants.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

|                |     |              |     |  |   |
|----------------|-----|--------------|-----|--|---|
| Final exam:    | 25% | Assignments: | 50% |  | % |
| Quizzes/tests: | 25% |              | %   |  | % |

**Details:**

One paper (25%) and one case study (25%)

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

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

| Type        | Author or description | Title and publication/access details | Year    |
|-------------|-----------------------|--------------------------------------|---------|
| 1. Textbook | Harber, M., & Rao, A. | The role of an education assistant   | Current |

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

1. Social and emotional well-being for all students
2. Trauma-informed classroom support for students who have mental health issues
3. Using positive behaviour support (PBS) to build trust and support safety for all students in the classroom
4. The education assistant as learner, communicator, critical thinker, problem-solver, collaborator, and flexible practitioner
5. Ethics and standards of practice for education assistants
6. Guiding principles of learning as articulated by the BC First Nations Education Steering Committee (FNESC)
7. De-stigmatizing educational accommodations, adaptations, and modifications (i.e., developing a safe culture of learning for all students)
8. Relationship-building between all members of the school community
9. Bullying: Preventing and responding
10. Loneliness as disability: Making and keeping friends
11. Social justice programs, e.g., SOGI (Ministry of Education and local school districts)
12. Suspected child abuse or neglect-reporting protocols (Province of BC and local school districts)

**Memo for Course Changes**

To: Chair, Undergraduate Education Committee

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

Date: November 5, 2021

**Subject:** Proposal to remove **HSER 392 Immigration & Social Integration: The Indo-Canadian Experience** from the University Calendar

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 proposal is to remove a Human Services elective course, *HSER 392: Immigration & Social Integration: The Indo-Canadian Experience*.

Data received from Institutional Research on October 28, 2021, confirms that this course has not been offered since shortly after it was approved on October 1, 2003. This course is not required by any program offered by the University.

In consultation with Dr. Satwinder Bains (Director, South Asian Studies Institute), who was the original course creator, it was learned that this course was replaced by **INCS 392: Immigration & Social Integration: the Indo Canadian Experience**, which was approved four weeks later, on October 29, 2003; however, the HSER 392 course outline was never discontinued. INCS 392 forms part of the India Canadian Studies Certificate and the HSER 392 official course outline should indicate that HSER 392 was replaced by INCS 392.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): Not applicable

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No.
5. Which program areas have been consulted about the change(s)? South Asian Studies Institute
6. What consideration has been given to indigenizing the curriculum? Not applicable
7. If this course is not eligible for PLAR, explain why: Not applicable
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 Not applicable
  - b. Class size limit Not applicable
  - c. Frequency of offering Not applicable
  - d. Resources required (labs, equipment) Not applicable
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? Not applicable
10. Estimate of the typical costs for this course, including textbooks and other materials: Not applicable

**Memo for Course Changes**

To: UEC

From: Brianna Strumm, BSW Committee Chair

Date: December 1, 2021

**Subject: Proposal for revision of SOWK 392**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

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

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

2. Rationale for change:

The course was due for a six-year review. It also required curriculum updating. The course is also now a requirement for our MSW Foundation program students.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

The course learning outcomes were updated to reflect current terminology and relevant topic descriptions that more accurately reflect the realities of practicing social work with Indigenous Peoples in Canada. Students are encouraged to critically analyze current social, structural, and political issues related to Indigenous social work and pursue self-reflective learning as it relates to their individual practice model.

4. 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)?

Consultation, collaboration, and review has taken place with the Bachelor of Social Work Committee members and the School of Social Work and Human Services. The course outline was also reviewed by the Indigenization Curriculum Committee at UFV.

5. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

The course directly speaks to social work practice with and within Indigenous communities. Topic selection also includes learning about and examining Indigenous Peoples' and their relationship with social work in Canada, including historical and current issues of race, racialization, racism, colonization and imperialism. Examining and honouring Indigenous lenses, worldviews, values, knowledge and wisdom is central to this core course.

6. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

Topic selection is built around the role of social work with Indigenous Peoples' as it relates to empowerment, social justice, advocacy, and equity. As mentioned in the learning outcomes, there is a focus on Indigenous (First Nations, Inuit, and Métis) perspectives of helping and healing through means of Indigenous philosophy/knowledge and culture. Students are asked to critically analyze social work practices, cultural competency, cultural safety, and cultural humility when serving Indigenous Peoples throughout the curriculum as well as within the assignments.

7. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

N/A

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

Texts - \$75



**ORIGINAL COURSE IMPLEMENTATION DATE:** November 1997  
**REVISED COURSE IMPLEMENTATION DATE:** September 2022  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2028  
**Course outline form version:** 06/18/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> SOWK 392                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Full Title:</b> Indigenous Social Work<br><b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department (or program if no department):</b> School of Social Work & Human Services                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Calendar Description:</b><br>Students examine allyship between Indigenous Peoples (First Nation, Metis, and Inuit) and social work practitioners. Students critically reflect on their social location, values, and beliefs about working with Indigenous Peoples so that they develop a practice framework based on social justice.                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | Admission to the Bachelor of Social Work or Master of Social Work. Students in other degree programs with a minimum of 45 university-level credits may be able to obtain instructor's permission.                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | SOWK 311.                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br><br>Former course code/number:<br><br>Cross-listed with:<br><br>Equivalent course(s):<br><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>Course Details</b><br><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br><br>Directed Study course: <b>No</b><br><br>Grading System: <b>Letter Grades</b><br><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br><br>Expected frequency: <b>Annually</b><br><br>Maximum enrolment (for information only): 24 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="padding: 2px 5px;">Lecture/seminar</td> <td style="text-align: center; padding: 2px 5px;">30</td> </tr> <tr> <td style="padding: 2px 5px;">Tutorials/workshops</td> <td style="text-align: center; padding: 2px 5px;">15</td> </tr> <tr> <td style="padding: 2px 5px;"> </td> <td style="padding: 2px 5px;"> </td> </tr> <tr> <td style="padding: 2px 5px;"> </td> <td style="padding: 2px 5px;"> </td> </tr> <tr> <td style="padding: 2px 5px;"> </td> <td style="padding: 2px 5px;"> </td> </tr> <tr> <td style="text-align: right; padding: 2px 5px;"><b>Total hours</b></td> <td style="text-align: center; padding: 2px 5px;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                           | 30 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br><b>PLAR is available for this course.</b> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <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>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> November 5, 2021                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> January 14, 2022                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> February 25, 2022                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |

**Learning Outcomes**

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

1. Assess the effects of colonization, structural barriers, and the problematic nature of social services on Indigenous Peoples.
2. Analyze social work practice with a race, class, and gender focus as it relates to Indigenous Peoples.
3. Enhance practice skills to include Indigenous lenses when looking at social policy issues and decolonization systems to facilitate positive change for Indigenous Peoples.
4. Explain Indigenous (First Nations, Inuit, and Métis) perspectives of helping and healing through means of Indigenous philosophy/knowledge and culture.
5. Critically analyze social work practices, cultural competency, cultural safety, and cultural humility when serving Indigenous Peoples.
6. Evaluate personal values and beliefs that contribute to a personal model of social work practice with Indigenous Peoples.
7. Understand the importance of working with Indigenous Peoples as allies.
8. Develop "best practice principles" as allies in the delivery of social work practice with Indigenous Peoples and/or communities.
9. Develop an awareness of the ongoing resilience, strength, and wisdom of Indigenous Peoples.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

|             |     |                |     |   |
|-------------|-----|----------------|-----|---|
| Final exam: | 20% | Assignments:   | 20% | % |
| Project:    | 40% | Quizzes/tests: | 20% | % |

**Details:**

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

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

| Type        | Author or description                  | Title and publication/access details                                                  | Year    |
|-------------|----------------------------------------|---------------------------------------------------------------------------------------|---------|
| 1. Textbook | Sinclair, R., Hart, M.A. & Bruyere, G. | Wicahitowin: Aboriginal social work in Canada                                         | Current |
| 2. Textbook | Sensory, O. & DiAngelo, R.             | Is everyone really equal: An introduction to key concepts in social justice education | Current |
| 3.          |                                        |                                                                                       |         |
| 4.          |                                        |                                                                                       |         |
| 5.          |                                        |                                                                                       |         |

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

**Course Content and Topics**

Opening the Circle: Welcome and a critical social justice approach  
 Our lens: Critical thinking and critical theory  
 Our past and present: Impacts of colonialism  
 Our experiences: Prejudice, discrimination, and oppression  
 We are all related: An Indigenous worldview  
 We are all related: Indigenous knowledge  
 We are all related: Indigenous holistic health  
 We are all related: Indigenous social work theories and approaches  
 Honouring relationships: Self-reflexivity, cultural competency, safety, and humility.  
 Honouring relationships: Allyship  
 Honouring relationships: Indigenous social work practice  
 Closing the Circle: Course end celebrations



**Memo for Course Changes**

To: UEC

From: Brianna Strumm, BSW Committee Chair

Date: November 19, 2021

**Subject: Proposal for revision of SOWK 410**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

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

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

2. Rationale for change:

The course was due for a six-year review. It also required curriculum updating. The course is also a requirement for our MSW Foundation program students.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

There are no substantial changes to the learning outcomes. However, they were updated to reflect current terminology and relevant topic descriptions that more accurately reflect the realities of practicing social work in a changing and diverse political and social environment. Students are encouraged to critically analyze current policy and social issues and pursue self-reflective learning as it relates to their responsibilities within policy development.

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

No

5. Which program areas have been consulted about the change(s)? School of Social Work and Human Services

Consultation, collaboration, and review has taken place with the Bachelor of Social Work Committee members and the School of Social Work and Human Services.

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

Topic selection includes social policy that affects Indigenous communities. Topic selection also includes learning about and examining Indigenous Peoples and their relationship with social policy in Canada, including issues of race, racialization, racism, colonization, imperialism, modernization, and capitalism. Students examine how social policy issues for Indigenous Peoples are linked to and influenced by politics, bureaucracy, corporate media, and citizen interest groups.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

Topic selection is built around the role of social work as it relates to empowerment, social justice, advocacy, and equity in the context of recognizing intersectionality as it pertains to developing policy. As mentioned in the learning outcomes, there is a focus on how policy effects low-income Canadians, Indigenous peoples, Francophones, older adults, women, non-binary people, gender-diverse people, as well as diversities related to ability, sexuality, racialization, and other identified groups. Oppression and discrimination within policy and policy development are critically examined as are structural and systemic barriers that exist and are part of social work practice in Canada.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

N/A

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

Text - \$75



**ORIGINAL COURSE IMPLEMENTATION DATE:** Sept 2004  
**REVISED COURSE IMPLEMENTATION DATE:** September 2022  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2028  
**Course outline form version:** 06/18/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                 |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----------------|----|--|--|--|--|--|--|--------------------|-----------|------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> SOWK 410                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                            |   |                 |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Full Title:</b> Social Policy Analysis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                 |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                 |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> School of Social Work and Human Services                                                                                                                                                                                                                                                                                                                         |   |                 |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Calendar Description:</b><br>Examines social policies that affect diverse populations, including Indigenous communities. Students learn how policy development is shaped by a range of processes and stakeholders, including politicians, corporations, news media, and social workers. The role of the social worker in influencing the development of policy that promotes social justice is also examined.                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                 |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | (Admission to the Bachelor of Social Work, SOWK 330, and SOWK 392) or admission to the Master of Social Work.                                                                                                                                                                                                                                                                                                     |   |                 |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <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>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>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br>Grading System: <b>Letter Grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): 32 |   |                 |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Tutorials/workshops</td> <td style="width: 20%; text-align: center;">5</td> </tr> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">40</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </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> |           | Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                               | 5 | Lecture/seminar | 40 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br><b>PLAR is available for this course.</b> |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                 |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 40        |                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                 |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                 |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                 |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                 |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <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>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                         |   |                 |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> October 8, 2021                                                                                                                                                                                                                                                                                                                                                                           |   |                 |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> December 10, 2021                                                                                                                                                                                                                                                                                                                                                                         |   |                 |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> February 25, 2022                                                                                                                                                                                                                                                                                                                                                                         |   |                 |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |

**Learning Outcomes**

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

- Explore the dynamics of social policy in Canada.
- Describe the impact of social policy on social work practice in Canada.
- Analyze a range of social policy issues, including those affecting diverse populations, including Indigenous communities, and other historically marginalized groups.
- Assess social policy development processes and policy discourses and the ways in which these are influenced by politics, bureaucracy, corporate media, citizens, diverse communities, and a variety of other factors.
- Critically analyze social policies, issues, and administrative processes.
- Explain the role of the social worker in developing policy that promotes social justice.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

|             |     |                |     |   |
|-------------|-----|----------------|-----|---|
| Final exam: | 25% | Assignments:   | 25% | % |
| Project:    | 25% | Quizzes/tests: | 25% | % |

**Details:**

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

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

| Type        | Author or description                | Title and publication/access details      | Year    |
|-------------|--------------------------------------|-------------------------------------------|---------|
| 1. Textbook | Harding, R., and Jeyapal, D. (Eds.). | Canadian social policy for social workers | Current |

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

Course overview and introduction  
 Social workers and social policy  
 Media and social policy  
 Ideology and constitutional realities of policymaking: The Finnish example  
 Post-secondary education and health care  
 Taxation and social spending  
 Poverty, housing, and homelessness  
 Food security and unemployment insurance  
 Child welfare policy  
 Women and social policy; disability and social policy  
 Indigenous peoples and social policy, race, racialization, and racism  
 Sexual and gender diversity and social policy  
 Francophones and social policy  
 The justice system and social policy

**Memo for Course Changes**

To: UEC

From: Brianna Strumm, BSW Committee Chair

Date: November 19, 2021

**Subject: Proposal for revision of SOWK 450**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

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

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

2. Rationale for change:

The course was due for a six-year review. It also required curriculum updating. The course is also an elective for our MSW Foundation program students.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

There are no substantial changes to the learning outcomes. However, they were updated to reflect current terminology and relevant topic descriptions that more accurately reflect the realities of practicing social work in a diverse array of health care settings. Students are encouraged to critically analyze current health care issues and pursue self-reflective learning as it relates to their responsibilities within the health care system as social workers.

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

No

5. Which program areas have been consulted about the change(s)? School of Social Work and Human Services

Consultation, collaboration, and review has taken place with Health Care Social Workers, Bachelor of Social Work Committee members, and the School of Social Work and Human Services.

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

Topic selection includes Indigenous health and wellness in relation to the lived experiences of Indigenous peoples interacting with Health Care Professionals and local Health Authorities (including First Nations Health Authority). Topic selection also includes learning about the roles of Elders, Aboriginal Social Workers, and Indigenous Cultural Advisors with a focus on spirituality, cultural knowledge, and traditional healing practices in coexistence with Western medicine and the medical model. The recent changes also reflect the racism and discrimination present in the BC health care system, and how this impacts Indigenous Peoples.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

Topic selection is built around the role of social work in various health care settings as it relates to empowerment, advocacy, and self determination in the context of recognizing intersectionality and a patient's unique relationship to their own health and wellness. As mentioned in the learning outcomes, there is a focus on oppression and stigma within health care settings in relation to structural and systemic barriers that exist and interfere with equal access to health care services for marginalized populations, including persons living with dis(Ability), mental illness, substance use, racism, and gender discrimination.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

N/A

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

Text - \$75-100



**ORIGINAL COURSE IMPLEMENTATION DATE:** Fall 2004  
**REVISED COURSE IMPLEMENTATION DATE:** September 2022  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2028  
**Course outline form version:** 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> SOWK 450                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Social Work in Health Care                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department (or program if no department):</b> School of Social Work and Human Services                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines the role of the social worker as an interdisciplinary team member within the health care system. Students apply critical analysis of health policy and services as they learn to empower clients and families in a wide range of clinical settings.                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | (Admission to the Bachelor of Social Work and SOWK 330) or admission to the Master of Social Work.                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>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>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>32</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </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                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> October 8, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> December 10, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> February 25, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Describe the historical context and current framework of the Canadian health care system.
2. Critically analyze legislation, policy, and service delivery models as they relate to changing demographics and epidemiology, including mental health and substance use.
3. Articulate the role of the health care social worker within and interdisciplinary team including relevant theoretical frameworks and models of intervention.
4. Examine the social determinants of health as they relate to various health care models.
5. Demonstrate basic skills in health care social work assessment and documentation.
6. Acknowledge the paradigm shift towards community and primary care development and implications for social work practice.
7. Establish an understanding of health care ethics, bioethics, and ethical decision-making.
8. Recognize the structural and systemic barriers that exist and interfere with equal access to health care services for Indigenous communities and marginalized populations including persons living with dis(ability), Indigenous peoples, and LGBTQ2+ people.
9. Define chronic illness and then describe the application of a social model of care for effective management and prevention.
10. Explain how psychosocial support is part of a holistic approach when working with client and families receiving end of life care.
11. Examine adult guardianship issues including professional obligations, best interests of the client, and least intrusive practice.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

|              |      |   |   |
|--------------|------|---|---|
| Assignments: | 100% | % | % |
|              |      | % | % |

**Details:**

Resource presentation: 20%  
 Assessment/documentation exercise: 20%  
 Article review and critique: 25%  
 Social Worker interview and analysis: 25%  
 Individual engagement and participation: 10%

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

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

| Type               | Author or description | Title and publication/access details                                                         | Year    |
|--------------------|-----------------------|----------------------------------------------------------------------------------------------|---------|
| 1. Online resource | Government of BC      | In plain sight: Addressing Indigenous specific Racism and Discrimination in B.C. Health Care | Current |
| 2. Textbook        | Dziegielewski, S.     | The changing face of health care social work (3 <sup>rd</sup> ed.)                           | Current |

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

**Course Content and Topics**

Introduction to social work in health care  
 Historical context of the current Canadian health care system and the social determinants of health  
 Clinical settings of social work in health care: acute, outpatient, community, and long-term care  
 Assessment and documentation  
 Person-centered practice in ethical decision-making: Confidentiality, consent, and professional obligations  
 Legislation and policy that guides social work practice in health care across the lifespan  
 Adult guardianship: Balancing least intrusive practice with the best interests of the client  
 End of life care and advanced care planning  
 Interdisciplinary and interagency teamwork  
 Marginalized populations, diversity, and access to health care, including Indigenous racism in health care  
 Mental health and substance use in health care  
 Chronic disease management and a social model of care  
 Crisis intervention, CISM, trauma informed practice, and self-care



**Memo for Course Changes**

To: UEC

From: Brianna Strumm, BSW Committee Chair

Date: December 1, 2021

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

*Note that even minor changes may result in comments from committees on all aspects of the course.*

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

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

2. Rationale for change:

The course was due for a six-year review. It also required curriculum updating and Indigenizing. The course is also an elective for our MSW Foundational program.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

The course learning outcomes were updated to reflect current terminology and relevant topic descriptions that more accurately reflect the realities of practicing social work in child welfare in Canada with diverse populations, including Indigenous Peoples'. Students are encouraged to examine and analyze child welfare practice and policy from an Indigenous perspective and pursue self-reflective learning as it relates to their individual practice within child welfare.

4. 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)?

Consultation, collaboration, and review has taken place with the Bachelor of Social Work Committee members and the School of Social Work and Human Services. The course outline changes were also reviewed with a member of the Teaching and Learning Centre team.

5. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

The course comprehensively addresses child welfare with Indigenous communities and from an Indigenous perspective. Topic selection includes learning about and examining Indigenous Peoples' problematic relationship with child welfare systems in Canada, including historical and current issues of race, racialization, racism and colonization within the child welfare system. Examining and honouring Indigenous lenses, worldviews, values, knowledge and wisdom is central to this core course. The course responds directly to the TRC Calls to Action which recommends that 1) *social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools* and; 2) *social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing*.

6. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

Topic selection is inclusive of child welfare with diverse populations, including Indigenous Peoples' as it relates to empowerment, social justice, advocacy, equity, and self-determination. As mentioned in the learning outcomes, there is a focus on Indigenous (First Nations, Inuit, and Métis) perspectives of family, community and child welfare/protection through Indigenous philosophy/knowledge and culture. Students are asked to critically analyze child welfare practices, cultural competency, cultural safety, and cultural humility when working in child welfare throughout the curriculum as well as within the assignments.

7. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

N/A

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

Texts - \$100



**ORIGINAL COURSE IMPLEMENTATION DATE:** May 1998  
**REVISED COURSE IMPLEMENTATION DATE:** September 2022  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2028  
**Course outline form version:** 06/18/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> SOWK 491                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Number of Credits:</b> <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                              |
| <b>Course Full Title:</b> Indigenous Perspectives on Child and Family Welfare<br><b>Course Short Title:</b> Indigenous Perspectives                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                              |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Department (or program if no department):</b> School of Social Work and Professional Studies                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                              |
| <b>Calendar Description:</b><br>Explores the historical, social, philosophical, and political foundations of child and family welfare in Canada. Students examine critical Indigenous approaches related to central themes, discourses, and concepts within Indigenous child and family welfare policy and practice in British Columbia.                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                              |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | (Admission to the Bachelor of Social Work and SOWK 330) or admission to the Master of Social Work.                                                                                                                                                                                                                                                                                                                |    |                     |    |  |  |  |  |  |  |                    |           |                                                                              |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | None                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                              |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | None                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                              |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>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>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br>Grading System: <b>Letter Grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): 24 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                              |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">30</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </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                                                                                                                                                                                                                                                                                                                                                                                                   | 30 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>[click to select] |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 30                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |  |  |  |  |  |  |                    |           |                                                                              |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 15                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |  |  |  |  |  |  |                    |           |                                                                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                              |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>45</b>                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                              |
| <b>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                              |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Date of meeting:</b> November 5, 2021                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                              |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Date of meeting:</b> January 14, 2022                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                              |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Date of meeting:</b> February 25, 2022                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                              |

**Learning Outcomes**

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

1. Articulate the major historical, ideological, legal, and professional themes that inform child welfare policy.
2. Articulate the implications of colonization and structural barriers that exist for Indigenous Peoples as it applies to child and family services.
3. Critique current policy and practice issues in child welfare and their implications for the safety of children and families.
4. Articulate one's own personal and professional ethical perspective and its influence on social work practice in child welfare.
5. Examine the role of the state/government in defining and influencing child welfare practices.
6. Critically analyze systemic issues affecting children and families, including racism, ableism, and sexism in child welfare services.
7. Demonstrate the skills required to interview children and families.
8. Explain traditional Indigenous child rearing in Indigenous communities, and the importance of family and cultural connection in the lives of Indigenous Peoples.
9. Describe the importance of self-determination as it applies to the delivery of child and family services, such as service delivery models for child welfare in Indigenous communities.
10. Reenact diverse approaches to "home visiting", developmental and needs assessments, and family supports.
11. Define a "community" approach to child welfare, for example, the Māori model of Family Group Conferencing.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

|                |     |  |   |
|----------------|-----|--|---|
| Quizzes/tests: | 30% |  | % |
| Project:       | 70% |  | % |

**Details:**

Projects (70%) may encompass critical analysis/critique papers, analysis of ethics and child welfare, and examining the role of a child welfare practitioner with Indigenous communities.

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

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

| Type               | Author or description                    | Title and publication/access details                                                                        | Year    |
|--------------------|------------------------------------------|-------------------------------------------------------------------------------------------------------------|---------|
| 1. Textbook        | Carrier, J. & Strega, S. (Eds.)          | Walking this path together: Anti-racist and anti-oppressive child welfare practice. (2 <sup>nd</sup> ed.)   | Current |
| 2. Textbook        | Blackstock, C., Brown, I., & Bennett, M. | Reconciliation: Rebuilding the Canadian child welfare system to better serve Aboriginal children and youth. | Current |
| 3. Online resource | Province of British Columbia             | The BC handbook for action on child abuse and neglect                                                       | Current |
| 4. Textbook        | Sinclair, R.                             | Identity lost and found: Lessons from the sixties scoop.                                                    | Current |

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

1. Introduction and overview
2. Context of child welfare: Perspectives of Indigenous child and family welfare
3. Traditional Indigenous child caring systems
4. The Indian Act, residential schools, and the 60s scoop
5. Legislation and funding impacts on Indigenous child welfare, basic needs of children and families, and services
6. Contemporary service delivery models and supervision: Family Group Conferencing
7. Racism, sexism, culture, cissexism, heterosexism; LGBTQ2+ youth in care, family services and resources
8. Preventive services, adoption, foster care, kinship, grandparenting
9. Working with families and communities; trauma in child welfare
10. Child welfare roles, assessments, and investigations
11. Violence against women: Children who experience violence
12. Guardianship and adoption in Indigenous communities
13. The role of culture

**Memo for Course Changes**

To: UEC

From: Dr. Chris Schinckus, School of Business

Date: November 23, 2021

**Subject: Proposal for revision of BUS 421: International Marketing**

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

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

2. Rationale for change:

BUS 421 is a required course in the International Business major and as such, the learning objectives and course content have been updated to better align the current requirements of both the marketing and International Business majors.

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

The learning outcomes of the course are revised to be in line with the School of Business strategic goals and all the program outlines developed by the school. Comments of the Curriculum Committee of the SofB have been taken into consideration to reflect this alignment. Moreover, the course outline is developed to be in line with the institutional learning outcomes as well as the recommendations of EPAS.

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

Not applicable

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

Areas of International Business and Marketing along with the School of Business Curriculum Committee, which includes all representation from all areas of School of Business.

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

After UEC rejected the initial proposed changes to BUS 421 in 2020 due to its indigenizing the curriculum strategy, meetings with Lorna Andrews were scheduled. From these meetings and additional readings on curriculum indigenization, the following indigenization strategies have been adopted for this course:

Using some of distinctive characteristics of First Nations cultures identified by Kory Wilson (Pulling it Together: Foundations Guide, page 7), the curriculum for course will be indigenized as follows:

#### 1) Education

*Traditional Indigenous education is different from European-style education. Children learn with their families and immediate community. Learning is ongoing and does not take place at specific times. Children learn how to live, survive, participate in, and contribute to their community. They are encouraged to take part in everyday activities alongside adults to watch and listen, and then eventually practice what they have learned. Education is a lifelong process, continuing as people grow into different roles – child, youth, adult, and Elder.*

This course will have students contribute to their community in the development of team based projects where local businesses are used as class clients. To complete these projects, students will be encouraged to interact with the class client(s) to observe and or listen to employees of the class client, describe their views on the problem(s) to be addressed in the projects.

#### 2) Community

*Indigenous cultures are traditionally inclusive. Lynda Gray (2011), from the Tsimshian First Nation, writes: "Everyone had a place in the community despite their gender, physical or mental ability, sexual orientation, or age. Women, Elders, Two-spirit, children, and youth were an integral part of a healthy and vibrant community" (p. 32).*

Canada is a diverse nation with three major subcultures of close to equal size: Indigenous, South East Asian and Asian. To demonstrate inclusivity, this course will expand the application of case based learning from the Settler view alone to include culturally diverse case analysis so all students may recognize their own culture and learn how the marketing practices of these cultures may be different in foreign countries.

#### 3) Oral traditions

*First Nations pass along values and family and community histories through oral storytelling. Oral histories and stories have been passed down from generation to generation and are essential to maintaining Indigenous identity and culture. People repeat stories to keep information alive over generations. Particular people within each First Nation have memorized oral histories with great care. Indigenous cultures also tell stories and histories through symbolic objects. Carved totem poles and house posts are a good example of this kind of visual language, with a long history on the West Coast.*

All the instructors assigned to teach this course have a minimum of five years of corporate experience in this topic. These instructors will enhance student learning through oral storytelling of their personal experiences in

the workplace and its importance in the understanding of the concept being discussed. Furthermore, students will be required to schedule meetings with the company of their global marketing plan so that the managers of these companies will have an opportunity to share their global marketing experience. Finally, students will be supplied with a list of Canadian indigenous companies that operate in global markets and be encouraged to select one of these companies to create their global marketing plan.

7. If this course is not eligible for PLAR, explain why: N/A
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value: No change
  - b. Class size limit: No change
  - c. Frequency of offering: Since this course is considered a replacement, the budgeting impact by changing the frequency would not be substantial.
  - d. Resources required (labs, equipment): No change
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

There are no field trips required.
10. Estimate of the typical costs for this course, including textbooks and other materials: \$120

**CWC comment and response:**

- Could a learning outcome be added that speaks to the community engagement emphasized in the memo? Perhaps something about working with diverse communities in respectful and collaborative ways when developing strategy?

*After discussion with our Dean, we would like to keep the LO's as they are. The suggestions from the committee are implicitly covered in LO1 (variety of...) and LO4 (corporate social responsibility...) We will keep the recommendations in mind for future consideration.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 1993  
 REVISED COURSE IMPLEMENTATION DATE: September 2022  
 COURSE TO BE REVIEWED (six years after UEC approval): February 2028  
 Course outline form version: 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| Course Code and Number: BUS 421                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | Number of Credits: 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Course Full Title: International Marketing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Course Short Title:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Faculty: Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | Department (or program if no department): School of Business                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students explore the challenges of navigating and integrating foreign countries' ethnic diversity, customs, values, policies, and institutions when implementing the marketing mix principles in a global marketplace. Student teams develop an international marketing plan that addresses the strategic implications and applications of different political, cultural, legal, economic, and environmental factors on global marketing management, and on a firm's ability to allocate resources to meet its international marketing objectives. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Prerequisites (or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | BUS 120. Note: As of January 2023, prerequisites will change to: 60 university-level credits including BUS 120.                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Pre/corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-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>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </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                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Department approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | Date of meeting: December 7, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Faculty Council approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | Date of meeting: January 14, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Undergraduate Education Committee (UEC) approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | Date of meeting: February 25, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |



**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

- LO 1. Integrate a variety of strategic marketing management concepts and frameworks to create and execute highly effective marketing programs within an international context.
- LO 2. Assess the strategic implications and applications of different political, cultural, legal, economic, and environmental factors on global marketing management when identifying and targeting foreign buyer groups (B2B and B2C).
- LO 3. Evaluate the challenges companies face when setting up international supply chain networks.
- LO 4. Assess marketing strategies related to market entry, pricing, distribution, brand management and corporate social responsibility for a variety of products and their fit in international market settings.
- LO 5. Apply the concepts to real business cases and produce an International Marketing Plan.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

|               |     |          |     |   |
|---------------|-----|----------|-----|---|
| Final exam:   | 25% | Cases    | 20% | % |
| Midterm exam: | 25% | Project: | 30% | % |

**Details:**

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

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

| Type        | Author or description | Title and publication/access details | Year    |
|-------------|-----------------------|--------------------------------------|---------|
| 1. Textbook | Cateroa, et al.       | International Marketing              | Current |
| 2.          |                       |                                      |         |
| 3.          |                       |                                      |         |
| 4.          |                       |                                      |         |
| 5.          |                       |                                      |         |

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

n/a

**Course Content and Topics**

Module One: Application of the marketing mix for multi-country marketplace firms (LO 1)  
 Module Two: Brand Management for multi-county marketplace firms (LO 4)  
 Module Three: Strategic planning for marketing when competing in multi-country marketplaces (LO 2)  
 Mid-term exam: (LO 1, 2, 4)  
 Module Four: Managing marketing effectiveness for multi-country marketplace firms (LO 3,4)  
 Module Five: International Business case analysis and International Marketing Plans (LO 1–5)  
 Cases (LO 1–5)  
 Project (LO 1–5)  
 Final exam (LO 1–5)

**Memo for Course Changes**

To: UEC

From: Dr. Kirsten Robertson

Date: December 7, 2021

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

*Note that even minor changes may result in comments from committees on all aspects of the course.*

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

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

2. Rationale for change: The course is currently limited to students who are enrolled in the Applied Management Concentration within the Bachelor of Integrated Studies. Many students value flexibility in their programs and may benefit from the opportunity to take a course prior to formally applying to the concentration. In consultation with BIS, MGMT 310 was identified as an ideal course in the concentration that could be opened to a broader range of students because its content is relevant to many students' program goals, and they do not require other courses as prerequisites in order to succeed. Additionally, based on feedback gathered as part of the initial offering of the course in Winter 2022, there appears to be strong demand for it from students pursuing other Bachelor of Integrated Studies themes and enrolled in other degrees within the university. MGMT 310 allows students to gain applied managerial skills, while satisfying general breadth requirements, in a number of university degree programs including the Bachelor of Arts in Criminal Justice, Bachelor of Arts in Adult Education, Bachelor of Computer Information Systems, Bachelor of Kinesiology, and Bachelor of Social Work. The decision to open the prerequisites for this course was made in consultation with the School of Business and it is not the intent to change the prerequisites for other MGMT courses. To accommodate anticipated increased demand for the course that is likely to result from increasing its accessibility, the frequency of course offering has been revised from 'annually' to 'twice per year.' Finally, the course learning outcomes and modules have been updated to better capture the focus on well-being at work that is specified in the calendar

description. These changes (in particular, the new LO2 and revised LO6) reflect the course's emphasis on the principle of 'enjoyment of life.' The original team-related learning outcomes (previous LO4 and LO5) have been removed. Teams will be a lesser focus of this course and will be covered only in relation to the broader principles of strengths-based management (module 1). Instead, a new learning outcome (LO8) and module (6) on organizational diversity and inclusion has been added because it is an essential aspect of workplace well-being.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): As specified in the program proposal, MGMT 310 is aligned with learning outcome 2 of the Applied Management concentration ("Appraise leadership principles and collaboration skills in the workplace"). The course continues to support this learning outcome through its focus on strengths-based management, motivation, and employee coaching. The revised learning outcomes and modules further align the course with learning outcome 4 ("integrate ethics and sustainability in their professional practice in local, national and international contexts"). Designing diverse and inclusive organizations is not only beneficial to worker well-being, but is an important ethical principle for today's organizations. This course, including the proposed changes, aligns with Institutional Learning Outcome 6 ("Pursue self-motivated and self-reflective learning"). The strengths-based lens that is incorporated into all of the course modules requires students to deliberately reflect on how the topics fit with their own talents and worldviews. Many of the assignments will be individual and ask students to share their personal learning and reflections. The new diversity and inclusion learning outcome (LO8) and module (6) further aligns the course with Institutional Learning Outcome 9 ("Engage in respectful and professional practices"). As future leaders in organizations, students who complete this course will have frameworks and tools they can use to identify the strengths of the individuals they manage and ensure those strengths are honoured.
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 required for the Applied Management concentration in the Bachelor of Integrated Studies. The change has the potential to generate increased interest in the program by allowing students to test out a course before formally applying. The expected frequency has been revised to accommodate the potential for increased demand.
5. Which program areas have been consulted about the change(s)? Bachelor of Integrated Studies.
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). Two particular dimensions of the course content which are woven into each course module reflect the Core Values outlined in UFV's "Indigenizing the Academy" document. First, the course aims to help students incorporate 'enjoyment of life' into their work-lives; they will learn about their workplace needs and how to actively participate in designing enjoyable jobs for themselves and for others. Second, by using an assessment to identify their unique talents, students will gain insight into some of the 'gifts'

that they carry and reflect on how they can use these gifts to fulfill themselves and bring value to the organizations they are a part of. Students will be supported in incorporating Indigenous perspectives on gifts along with, or in lieu of, the talents presented in the course textbook.

Assignments for the course are highly reflexive and encourage students to share their stories in writing and orally (e.g., through video assignments which will be shared with their classmates).

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? Reducing the prerequisites for the course will make it more inclusive because it will be open to any student who has completed at least 45 university-level credits. It is also offered asynchronously online which means there are relatively few access barriers to participation (e.g., students who are working full-time or who have family demands are able to participate in the course). Increasing the frequency of course offering will provide students with more flexibility around program completion, which is likely to be particularly important for non-traditional students. In terms of assignment design, students will be given options for how they would like to complete some of their assignments (e.g., written vs. filmed oral presentation) so that they can select the method that feels most authentic and that they believe will allow them to best progress through their learning journey. Finally, the topics of diversity and inclusion are now explicitly incorporated into the learning outcomes of this course because they are an essential element of workplace well-being and of professional practice in organizations.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials: Many of the resources used for the course (e.g., academic articles) are available to students via the UFV library at no charge. The required textbook for the course is currently priced at approximately \$40.



ORIGINAL COURSE IMPLEMENTATION DATE: January 2022  
 REVISED COURSE IMPLEMENTATION DATE: September 2022  
 COURSE TO BE REVIEWED (six years after UEC approval): December 2026  
 Course outline form version: 09/08/2021

## 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> MGMT 310                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Course Full Title:</b> Cultivating Positive Workplaces<br><b>Course Short Title:</b> Positive Workplaces                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Calendar Description:</b><br>Discover how to develop personal strengths, design motivating jobs, create positive connections with others, and experience meaningfulness in the workplace. Students will learn a variety of frameworks and tools for enhancing their own well-being at work, as well as cultivating workplaces that help others thrive.                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Admission to the Bachelor of Integrated Studies Applied Management concentration or 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <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>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>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Online only</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Tutorials/workshops</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </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> | Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                               | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>45</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                           | <b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Date of meeting:</b> December 7, 2021                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Date of meeting:</b> January 14, 2022                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Date of meeting:</b> February 25, 2022                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

- LO 1. Enact principles of strengths-based management.
- LO 2. Analyze the dimensions of well-being at work.
- LO3. Implement motivational practices that encourage and reward desirable workplace behaviors.
- LO 4. Design jobs that capitalize on workers' strengths.
- LO 5. Contrast perspectives on callings and work meaningfulness.
- LO 6. Analyze how jobs can be crafted to enhance worker well-being
- LO 7. Evaluate work-life balance policies and practices.
- LO 8. Design diverse and inclusive organizations.
- LO 9. Practice work-related self-reflection.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

|             |     |              |     |          |     |
|-------------|-----|--------------|-----|----------|-----|
| Final exam: | 30% | Assignments: | 40% | Project: | 30% |
|             | %   |              | %   |          | %   |

**Details:**

10% of students' assignment grade will be derived from participation in online discussions; the remaining 30% will be based on the completion of written and/or video assignments.

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

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

| Type        | Author or description | Title and publication/access details        | Year    |
|-------------|-----------------------|---------------------------------------------|---------|
| 1. Textbook | Clifton & Harter      | It's the manager: Moving from boss to coach | Current |
| 2.          |                       |                                             |         |
| 3.          |                       |                                             |         |
| 4.          |                       |                                             |         |
| 5.          |                       |                                             |         |

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

Students will be required to access a variety of peer-reviewed academic articles through the UFV library website.

**Course Content and Topics**

Module One: Strengths-based management

- Complete personal work-related strengths assessment
- Critically analyze strengths assessments in light of recent personality research
- Methods for identifying strengths in others
- Managing high-performing strengths-based teams

Assignment and online discussions (LO 1, 9)

Module Two: Workplace well-being

- Elements of well-being and their interrelationship
- Measuring well-being
- Daily versus long-term well-being at work
- Role of leaders in increasing organizational well-being

Assignment and online discussions (LO 2, 9)

Module Three: Motivation for optimal performance

- Needs and process theories of motivation
- Strategic use of workplace rewards
- Person-job fit and job design
- Coaching others to use and build their strengths at work

Assignment and online discussions (LO 3-4, 9)

**Module Four: Meaningful work relationships, jobs, and organizations**

- Perspectives on meaningfulness of work and callings
- Task, relational, and cognitive job crafting processes
- Career-development plans for meaningfulness and well-being

Online discussions (LO 2, 5, 6, 9)

**Module Five: Work and non-work interface for self and others**

- Depletion and enrichment theories of work and non-work time
- Advantages and disadvantages of work-life balance policies
- Intersection of employee values, life stages, and career paths
- Role of non-work activities in increasing workplace well-being

Online discussions (LO 2, 7,9) Project (LO 1–7, 9)

**Module Six: Diverse and inclusive organizations**

- Future of work and workplace trends
- Requirements of diverse and inclusive organizations
- Managing others respectfully
- Valuing talents to promote diversity and inclusion

Assignment and online discussions (LO8, 9)

**Memo for Accounting Certificate Changes**

To: Chair, Undergraduate Education Committee

From: Chris Schinckus

Date: 26<sup>th</sup> of May, 2021

**Subject: Program change (Accounting Certificate)**

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

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

## 2. Rationale for change(s):

The current program requires a minimum of 37 credits for completion and is very prescriptive in its requirements. The proposed changes reduce the minimum requirements to 30 credits. In addition, by moving some of the currently core requirements to elective courses, we are proposing for the program to become a lot more flexible for students who would like to pursue a career/continued education in the area of public account, management accounting, or financial accounting. Thereby, we are proposing that the program becomes more flexible rather than prescriptive.

Additionally, there the proposal includes editorial and minor language changes (e.g. adding the word “cumulative” prior to the GPA requirement in the Entry Requirement Section), to bring clarity to the Entry Requirements and methods as well as improving the consistency of the following sections with current practice and policies: Entrance Requirements, When to Apply, How to Apply, Fees and additional costs, and Program Duration.

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

There are no substantial changes to the program learning outcomes.

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

The School of Business is in the process of reviewing and revising its courses in line with indigenization priorities. Thereby, by implementing these changes and reviews it impacts the overall curriculum of the program.



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

There is no change proposed.

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

These changes offer more flexibility to our students and they make our course offering more attractive by integrating upper-level courses in our electives.

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

The current program requires a minimum of 37 credits for completion and is very prescriptive in its requirements. The proposed changes reduce the minimum requirements to 30 credits – however there is no change on the minimal credits required related to the discipline.

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

These changes do not impact our current available resources

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.

In our lower-level courses electives, we offer STAT104/106 and CMNS125 – in this context, the head/director of the academic unit owning these courses has been consulted.

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 is no budgetary implication

**CWC comments and responses:**

- Why aren't the high school admission requirements the same as for the diploma?  
*Two required courses, BUS 145 and 249, require the prerequisite to MATH 141 so the admission requirements are set to required course prereqs. In the Diploma, MATH 140 is a required courses so the prereqs for Dip entry reflect that course.*
- There is no mention of how this program ladders into the diploma and/or degree, which should be included as it has lower graduation requirements than the diploma and degree.  
*Laddering section added.*
- Has the School of Business considered a post-baccalaureate diploma for degree holders wanting to enter a CPA program?  
*Yes we are discussing additional programs in Accounting but at this stage are wanting to update our existing credentials.*

## Accounting certificate

The Accounting certificate program is a comprehensive accounting program designed for ~~mature~~ students who wish to pursue a career as an accounting technician or in financial management. ~~Students wanting to complete the Chartered Professional Accounting (CPA) designation must complete a Bachelor's degree and meet the CPA entrance requirements. The program is designed to serve the special needs of students wishing to accelerate their progress towards the achievement of graduate membership in one of the professional societies. Specifically, the Accounting certificate will provide students with significant advance credit towards the Chartered Professional Accountants of Canada (CPA Canada). Students are advised to acquaint themselves with the transfer credit/course exemption policies of the accounting societies.~~

The Accounting Certificate program may be taken on a part-time basis ~~over several years or as quickly as on a full-time basis over~~ four semesters. ~~As enrolment is limited, early application is encouraged.~~ The course workload of the full-time program is rigorous and demanding. ~~Prospective students must be prepared to devote above normal effort and time to their studies.~~

This commitment is considered essential for successful completion of the program. Professional bodies provide scholarships for students entering their programs. Details may be obtained from a School of Business program advisor or the [Financial Aid and Awards office](#).

An [Accounting major](#) is also available in the [Bachelor of Business Administration](#) degree.

## Entrance requirements

### Option 1: Secondary school (for students with secondary school graduation only)

#### B.C. applicants

1. B.C. secondary school graduation or equivalent.
2. Prerequisites for CMNS 125
3. Prerequisites for MATH 141

#### Out-of-province applicants

Students will be considered on the basis of courses equivalent to Approved B.C. Grade 12 courses. See the Admissions section of the calendar for more information on equivalents to B.C. secondary school graduation.

#### Out-of-country applicants

Students must have B.C. secondary school graduation equivalency, meet the prerequisites for 1 of ENGL 105 or CMNS 125 and MATH 141

Alternatives to secondary school graduation

Students who have completed the International Baccalaureate diploma program, the B.C. Graduation diploma (B.C. Adult Dogwood), or the General Educational Development (GED) certificate may be considered to have the equivalent of B.C. secondary school graduation for admission purposes.

**Option 2: University entrance (for students who have attended some post-secondary school)**

1. Prerequisites for ENGL 105 or CMNS 125.
2. Prerequisite for MATH 141
3. One of the following:
  - o Completion of a minimum of 9 credits in courses numbered at the 100 level and above, with a minimum CGPA of 2.00 on all credits attempted.
  - o Completion of a post-secondary career or technical diploma (minimum of two years post-secondary credit) from a recognized Canadian or International post-secondary institution, with a minimum CGPA of 2.50 (equated to the UFV grading scheme), calculated on all courses taken.
  - o Completion of a three- or four-year Bachelor's degree from a recognized Canadian or International institution, with a minimum of cumulative GPA of 2.00 (equated to the UFV grading scheme). Students who have completed a previous degree are governed by UFV's Subsequent and Concurrent Bachelor Degree policy (98).

**Option 3: Combined post-secondary/secondary school admission**

Students who have attended or are currently attending a post-secondary institution, have fewer than 9 credits applicable for Accounting Certificate at the time they apply for admission, and have a minimum GPA of 2.00 on all post-secondary courses attempted, may be considered for admission based on secondary school requirements. **Option 3: Mature Students (for students without secondary school graduation and 19 years or older on the first day of class)**

1. ~~Students who do not meet these requirements might consider Qualifying Studies and/or a meeting with an Academic Advisor.~~ Prerequisites for CMNS 125
2. Prerequisites for MATH 141

Students who do not meet these requirements might consider Qualifying Studies and/or a meeting with an Academic Advisor.

- 
1. ~~B.C. secondary school graduation or equivalent.~~
  2. ~~Prerequisites for STAT 106.~~
  3. ~~Prerequisites for CMNS 125.~~

- ~~4. Completion of BUS 144 or BUS 145 or the equivalent (C+ or better).~~
- ~~5. Completion of BUS 160/CIS 110.~~
- ~~6. Completion of BUS 249.~~

~~Note 1: Applicants with minor deficiencies may, at the discretion of the School of Business, be considered for conditional admission.~~

~~Students who do not meet these requirements might consider Qualifying Studies.~~

## **When to apply**

~~Applications are accepted for entrance to the Fall, Winter, and Summer semesters. 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:**

- Official transcripts (or interim transcripts) from all post-secondary institutions attended showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the Transfer Credit section for details. To retain their original application date, students should order early so transcripts arrive within two weeks of the date the application is mailed or submitted.
- For secondary school entrance, a final official transcript (if graduated). For students currently in Grade 12, final grades are due August 3.

• Applicants will be advised of an admission decision and, if accepted, 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.

- In cases where course work is in progress, an admission decision may be made conditional upon completion of academic requirements. Proof of completion of entrance requirements is due by the end of the first week in August for the September intake.

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

- ~~Official transcripts (or interim transcripts) from all post-secondary institutions attended showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the Transfer Credit section for details.~~
- ~~The following must be included:~~
  - ★ ~~Official transcript from secondary school~~

- ~~B.C. English Studies 12 or English First Peoples 12 with a grade of C+ or better (see Note 2)~~
- ~~Evidence of successful completion of the prerequisites for STAT 106~~
- ~~Proof of B.C. secondary school graduation or equivalent~~

~~Note 1: Students making an early application must provide evidence of courses in progress as soon as available.~~

~~Note 2: Students may also present English 12, English Literature 12, English 12 First Peoples, AP English, IB English A (standard level or higher level), or out of province equivalent.~~

- ~~2. In April/May an orientation will be offered for all School of Business programs. Attendance at the orientation is mandatory.~~
- ~~3. Applicants will be advised of an admission decision and, if accepted, 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.~~
- ~~4. Proof of completion of entrance requirements must be submitted by the date stated on the acceptance letter.~~

## **Basis for admission decision**

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

## **Fees and additional costs**

See the [Fees and Other Costs](#) section.

~~Textbooks and supplies cost approximately \$1,000–1,500 per year. Textbooks should be considered an investment and become part of a student's business library. Students may be required to purchase one or more computer software packages. Students should also consider purchasing or arranging access to an industry-compatible computer.~~

## **Professional programs**

~~Students should choose electives appropriate for the professional program they intend to follow. Consult the program chair or respective professional program transfer guide.~~

~~All the professional programs have work experience and grade requirements. In addition, these programs change from time to time, so interested students should consult the respective professional society or association for up-to-date details.~~

## Program duration

Depending on ~~upper level~~ upper-level elective choices, students may need a minimum of six semesters to complete the program. Part-time students may take up to seven years from the time of program admission. ~~ssion to complete the requirements.~~

Students need at least four six semesters to complete the program. Part-time students may take up to seven years to complete the requirements. ~~People working full time should take no more than two courses per semester.~~

## Location

All students may have to travel between campuses during their program. Most 300-level courses are offered only on the Abbotsford campus.

## Program outline

### Core courses

| Course                 | Title                                     | Credits  |
|------------------------|-------------------------------------------|----------|
| <del>BUS 100</del>     | <u>Introduction to Business</u>           | <u>3</u> |
| <del>BUS 145</del>     | <u>Accelerated Introductory Financial</u> | <u>3</u> |
| <del>BUS 160/CIS</del> | <u>Accounting (see note)</u>              |          |
| <del>110</del>         | <u>Computerized Business Applications</u> | <u>3</u> |
| <del>BUS 247</del>     | <u>and MIS</u>                            | <u>3</u> |
|                        | <u>Introductory Management Accounting</u> |          |
| <del>BUS 145</del>     | <u>Accelerated Introductory Financial</u> | <u>3</u> |
|                        | <u>Accounting (see note)</u>              | <u>3</u> |
|                        | <u>Introduction to Finance</u>            | <u>3</u> |
|                        | <u>Business Law</u>                       |          |
| <del>BUS 249</del>     |                                           |          |
| <del>BUS 261</del>     |                                           |          |
| <del>BUS 160/CIS</del> | <u>Computerized Business Applications</u> | <u>3</u> |
| <del>BUS 343</del>     | <u>and MIS</u>                            | <u>3</u> |
| <del>ECON 100</del>    | <u>Intermediate Accounting I</u>          |          |
| <del>BUS 247</del>     | <u>Principles of</u>                      | <u>3</u> |
| <del>BUS 344</del>     | <u>Microeconomics</u>                     | <u>3</u> |
|                        | <u>Introductory</u>                       |          |
|                        | <u>Management Accounting Intermediate</u> |          |
|                        | <u>Accounting II</u>                      |          |
| <del>BUS 247</del>     | <u>Introductory Management Accounting</u> | <u>3</u> |
| <del>BUS 345</del>     | <u>Income Tax I</u>                       | <u>3</u> |
| <del>BUS 346</del>     | <u>Income Tax II</u>                      |          |

|                                                |                                                                                                                       |                   |
|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------|
| <del>BUS 249</del><br>347                      | <del>Introduction to Finance</del><br>Auditing                                                                        | <del>3</del><br>3 |
| <del>BUS 261</del><br>348                      | <del>Business Law</del><br>Intermediate Management Accounting                                                         | <del>3</del><br>3 |
| <del>BUS 343</del><br>349/ ECON 349            | <del>Intermediate Accounting I</del><br>Financial Management I                                                        | <del>3</del><br>3 |
| Upper Level<br>Electives: ECON<br>400          | Principles of Microeconomics                                                                                          | 3                 |
| <del>BUS 343</del><br>CMNS 125                 | <del>Intermediate Accounting I</del><br>Communicating Professionally to Academic and Workplace Audiences              | <del>3</del><br>3 |
| <del>BUS 344</del><br>STAT 106                 | <del>Intermediate Accounting II</del><br>Statistics I                                                                 | <del>3</del><br>4 |
| <del>BUS 345</del><br><del>BUS 346</del> Plus: | <del>Income Tax I</del><br><del>Income Tax II</del> One upper-level BUS elective (selected from electives list below) | <del>3</del><br>3 |

~~BUS 347 Auditing 3~~ ~~BUS 348 Intermediate Management Accounting 3~~ **Elective courses (choose one)** Note: BUS 143 and BUS 144 may be taken in place of BUS 145 ~~and one lower-level business elective.~~

### Elective courses

One of lower-level electives and ~~Three~~ **three** upper-level electives from the listed courses below for which students meet the prerequisite requirements.

|                                 |                                                                  |   |
|---------------------------------|------------------------------------------------------------------|---|
| Lower-Level<br>Electives:       |                                                                  |   |
| STAT 104                        | Introductory Statistics                                          | 4 |
| <del>STAT 106</del><br>STAT 104 | Statistics I                                                     | 4 |
| CMNS 125                        | Communicating Professionally to Academic and Workplace Audiences | 3 |
| BUS 261                         | Business Law                                                     | 3 |

| Course                       | Title                                       | Credits      |
|------------------------------|---------------------------------------------|--------------|
| <del>BUS 226/ ECON 226</del> | <del>Economic and Business Statistics</del> | <del>3</del> |
| <del>BUS 338</del>           | <del>Accounting Information Systems</del>   | <del>3</del> |
| <del>BUS 346</del>           | <del>Income Tax II</del>                    | <del>3</del> |
| <del>BUS 439</del>           | <del>Advanced Financial Accounting</del>    | <del>3</del> |

|                        |                                    |   |
|------------------------|------------------------------------|---|
| Upper-Level Electives: |                                    |   |
| BUS 343                | Intermediate Accounting I          | 3 |
| BUS 345                | Income Tax I                       | 3 |
| BUS 346                | Income Tax II                      | 3 |
| BUS 344                | Intermediate Accounting II         | 3 |
| BUS 345                | Income Tax I                       | 3 |
| BUS 346                | Income Tax II                      | 3 |
| BUS 347                | Auditing                           | 3 |
| BUS 348                | Intermediate Management Accounting | 3 |
| BUS 349                | Financial Management I             | 3 |
| BUS 439                | Advanced Financial Accounting      | 3 |
| BUS 444                | Advanced Management Accounting     | 3 |
| BUS 449                | Financial Management II            | 3 |

Managing in  
the Digital World 3

BUS 346 Income Tax II 3 BUS 347 Auditing 3 BUS 348 Intermediate  
Management Accounting 3 BUS 349 Financial Management I 3 BUS  
439 Advanced Financial Accounting 3 BUS 444 Advanced Management  
Accounting 3 BUS 440

BUS 449/ ECON 449

Financial  
Management II 3

Note 1: Both BUS 143 and 144 can be completed in lieu of BUS 145

## Program requirements

Students whose cumulative grade point average and/or semester grade point average falls below 2.00 during their program are subject to program warning and/or removal from the program.

## Laddering into another School of Business program

Graduates of the Accounting certificate can ladder into the Business Diploma and the Bachelor of Business (BBA) Degree. Certificate students interested in laddering should take STAT 106 instead of STAT 104. Those advancing to the Diploma will require a CGPA of 2.00 and those advancing to the BBA will require a minimum CGP of 2.67.

## Transfer credit

### Recognition of previously completed business courses

Former UFV business students who finished their studies more than 10 years ago and students who completed courses in other programs and/or at other post-secondary institutions prior to starting a UFV business program should contact the School of Business to determine whether



~~any courses/credits can be recognized for or transferred to the desired UFV business program. Applicability of courses and/or transfer credits is determined on an individual student basis.~~

~~The following criteria are used:~~

- ~~• Relevance and suitability of the course to the program as determined by the School of Business.~~
- ~~• Generally, courses taken more than 10 years ago will not be considered applicable; courses taken more recently may not be considered applicable if there has been significant change in the course subject matter since the course was taken.~~
- ~~• Courses taken at other institutions may not be used to meet the program residency requirements.~~

## **Transferring courses to other institutions and associations**

Students intending to pursue commerce or business administration studies at another institution are advised to study those institutions' academic calendars carefully before enrolling in any UFV courses which have a BUS designation. Students should consult an Advisor ~~or~~ at UFV and contact the at the institution to which they intend to transfer, or refer to the B.C. Transfer Guide at [bctransferguide.ca](http://bctransferguide.ca) for transfer details.

A number of the School of Business's courses have transferability with the Chartered Professional Accountants of Canada (CPA Canada), allowing students graduating with a BBA Accounting major option to meet the prerequisite requirements (PREP) of the CPA program. ~~A number of courses are also recognized by a variety of other professional accrediting associations such as CHRP (Certified Human Resource Professional).~~

## **Undergraduate continuance**

Students enrolled in undergraduate courses (courses numbered 100 or above) must maintain an undergraduate Cumulative Grade Point Average (CGPA) of at least 2.00 to remain enrolled in Good Academic Standing at UFV. Students in Good Academic Standing will have no registration limits placed on them. Failure to meet the minimum CGPA requirement will result in restrictions on registration and may eventually lead to academic suspension from undergraduate studies at UFV. Students on Academic Warning or Academic Probation are limited to registering in 10 credits. For further details, see the [Academic standing and undergraduate continuance](#) section of the academic calendar. Academic standing is governed by UFV's [Undergraduate Continuance policy \(92\)](#).

## **Program re-entry**

~~For re-entry to a School of Business program, GPA will be calculated based on the courses that will be used to fulfill the program requirements only (program GPA). Limitations on the number of courses retaken will apply.~~

## Residency

Students must complete at least 25% of the credits required in the certificate at UFV.

## Graduation requirements

~~To be eligible to graduate, students must achieve a minimum cumulative and program GPA GPA of 2.00 (C average) in their final semester as well as cumulatively.~~

~~It is the student's responsibility to ensure all program requirements are met. This should be done by regular consultation with a School of Business Advisor. Certificate candidates who qualify to receive a UFV credential must be approved by the School of Business Director and Senate.~~

~~Students must apply for graduation by completing the Graduation Request form available at [ufv.ca/registrar/forms](http://ufv.ca/registrar/forms), 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.~~

To be eligible to graduate, students must achieve a minimum program and cumulative GPA of 2.00. It is the student's responsibility to ensure all program requirements are met. This should be done by regular consultation with a School of Business Advisor.

See the Graduation section of the calendar for more information.

## Course listings

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

**Memo for Program Changes**

**To:** Chair, Undergraduate Education Committee

**From:** Chris Schinckus

**Date:** 26<sup>th</sup> of May

**Subject:** Business Administration Certificate (formerly Administration Certificate)

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

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

2. Rationale for change(s):

The Administration certificate is an outdated program in need of review

We believe that the target markets for this certificate are: mid-level career professionals working in an office looking to return to the post-secondary setting for some type of certificate to advance their career; and, students completing diplomas or credentials in other areas (such as General Studies Diploma) looking for a way to combine their interest in Business courses into a credential and/or which might enhance their career prospects.

The new approach is to do the following:

- The current certificate required 36 credits means, due to Policy 64 which limits the that only 50% of credits can be shared between programs, it is very hard for students to obtain certificates as part of completion of another program e.g. a diploma in another area. These changes will allow more students to obtain the certificate.
- Removing the requirement of previous business experience will allow students with an interest in business as well as those with experience to obtain the certificate. This requirement was not actually being enforced for at least the past 5 years.
- Reducing the number of required courses will give students more options allowing students to decide their own mix of courses based on their area of interest or what their current or future careers might dictate they need.

- Changing the name to better reflect the nature of the program. Administration certificate implied a more clerical program whereas this certificate is aimed at current or future business professionals therefore the new name.
- The change in course requirements to a general core and flexible Business electives requirements was discussed in detail in the SoB CC and approved by the SoB in a school wide meeting.

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

Learning outcomes have not changed. We just made it more open for choice to meet those outcomes.

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

Opening up this certificate with reduced admission and course requirements will allow for more representatives from all communities to take the program including Indigenous committee members - Specific indigenous curriculum will be included in the courses in the certificate

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

No additional resources required

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

Current enrollment in this program is very low (2 or less students per year). The reduction in the number of required credits and the reduction in the specific course requirements should make this program more attractive to increase enrollment.

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?

We have reduced the number of credits required from 36 credits to 30 credits to allow students to take this program while completing others programs e.g. General Studies Diploma, etc.

We have reduced the number of required courses and given students more options within the required courses to allow for more flexibility.

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.)

This will not require any additional resources since most Business courses only limit seats to BUSINESS program students which will include students in this program

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

We did change the requirement that ECON 100 or 101 was required and it now optional (the other choice is a STAT course) BUT there were a max of 2 students per year in this program therefore it is unlikely to impact Economics enrollment. We did change the requirement for Communications from CMNS 125 to ANY CMNS course so there is overall impact on the Communications department. in this context, the head/director of the academic unit owning these courses has been consulted.

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 is no budgetary implication

## Business Administration certificate

The Business Administration certificate program ~~consists is intended to be offered as a part-time program which consists~~ of two sections. In the core section students will complete ~~four~~~~six~~ courses which provide a general background in the fundamentals of administration. The elective section allows students a choice of Business Administration courses depending on their interests or requirements, ~~including public/municipal administration courses when available through other institutions or by correspondence.~~

### Entrance requirements

#### Option 1: Secondary school (for students with secondary school graduation only)

##### B.C. applicants

1. B.C. secondary school graduation or equivalent.
2. Prerequisites for CMNS 125
3. Prerequisites for **MATH 140**

##### Out-of-province applicants

Students will be considered on the basis of courses equivalent to Approved B.C. Grade 12 courses. See the Admissions section of the calendar for more information on equivalents to B.C. secondary school graduation.

##### Out-of-country applicants

Students must have B.C. secondary school graduation equivalency, meet the prerequisites for 1 of ENGL 105 or CMNS 125 and MATH 140

##### Alternatives to secondary school graduation

Students who have completed the International Baccalaureate diploma program, the B.C. Graduation diploma (B.C. Adult Dogwood), or the General Educational Development (GED) certificate may be considered to have the equivalent of B.C. secondary school graduation for admission purposes.

#### Option 2: University entrance (for students who have attended some post-secondary school)

1. Prerequisites for ENGL 105 or CMNS 125.

2. Prerequisite for MATH 140

3. One of the following:

- Completion of a minimum of 9 credits in courses numbered at the 100 level and above, with a minimum CGPA of 2.00 on all credits attempted.
- Completion of a post-secondary career or technical diploma (minimum of two years post-secondary credit) from a recognized Canadian or International post-secondary institution, with a minimum CGPA of 2.50 (equated to the UFV grading scheme), calculated on all courses taken.
- Completion of a three- or four-year Bachelor's degree from a recognized Canadian or International institution, with a minimum of cumulative GPA of 2.00 (equated to the UFV grading scheme). Students who have completed a previous degree are governed by UFV's Subsequent and Concurrent Bachelor Degree policy (98).

**Option 3: Mature Students (for students without secondary school graduation and 19 years or older on the first day of class)**

1. Prerequisites for CMNS 125

2. Prerequisites for **MATH 140**

Students who do not meet these requirements might consider [Qualifying Studies](#) and/or a meeting with an Academic Advisor.

~~1. B.C. secondary school graduation or equivalent.~~

~~2. Prerequisites for **MATH 140**.~~

~~3. Prerequisites for **CMNS 125**.~~

~~4. One full year of full-time work experience after secondary school.~~

~~Students lacking recent preparation are advised to consult with the School of Business about entrance requirement equivalencies.~~

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

## When to apply

Applications are accepted for entrance to the Fall, ~~Winter and Summer~~ semesters ~~only~~.

For application deadlines, see [Specific intake application process](#).

## How to apply

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

## Additional documents required for a complete application:

- Official transcripts (or interim transcripts) from all post-secondary institutions attended showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the **Transfer Credit** section for details.

~~○ The following must be included:~~

- ~~▪ Official transcript (or interim transcript) from secondary school~~
- ~~▪ B.C. English Studies 12 or English First Peoples 12 with a grade of C+ or better (see Note 2)~~
- ~~▪ Evidence of successful completion of the prerequisites for **MATH 140**~~
- ~~▪ Proof of B.C. secondary school graduation or equivalent~~

~~Note 1: Students making an early application must provide evidence of courses in progress as soon as available.~~

~~Note 2: Students may also present English 12, English Literature 12, English 12 First Peoples, AP English, IB English A (standard level or higher level), or out-of-province equivalent.~~

2. In April/May an orientation will be offered for all School of Business programs. Attendance at the orientation is mandatory.
3. Applicants will be advised of an admission decision and, if accepted, 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.
4. In cases where interim transcripts are submitted, an admission decision may be made conditional upon completion of academic requirements. Proof of completion of entrance requirements must be submitted by the date stated on the acceptance letter.

## Basis for admission decision



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

## Fees and additional costs

See the [Fees and Other Costs](#) section.

~~Textbooks and supplies cost approximately \$1,000–1,500 per year. Textbooks should be considered an investment and become part of a student's business library. Students may be required to purchase one or more computer software packages. They should also consider purchasing or arranging access to an industry-compatible computer.~~

## Program duration

Students may take up to seven years from the time of admission to complete the requirements for this certificate program. ~~(full-time study to complete the program in one year is not possible). People working full-time should take no more than two courses per semester.~~

## Location

Most courses are offered in Abbotsford. Some lower-level courses may also be offered at the Chilliwack and Mission campuses.

~~All students should expect to travel between campuses during their program.~~

## Program outline

### Core courses

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

|                                                                                                                                    |                                                                                                                                        |             |
|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-------------|
| MATH 140 <u>or MATH 110</u>                                                                                                        | Algebra and Functions for Business <u>or Pre-Calculus Math</u> (see Note <u>1</u> )                                                    | 3 <u>-4</u> |
| BUS 100                                                                                                                            | Introduction to Business                                                                                                               | 3           |
| <del>CMNS 125</del> <u>1 of 3 credits of CMNS any 100-499 level or above CMNS course</u><br><u>CMNS (3 credits)</u>                | <del>Communicating Professionally to Academic and Workplace Audiences</del> <u>Any university level 3 credit Communications course</u> | 3 <u>-4</u> |
| <u>One of ECON 100, ECON 101 or STAT 100-499 minimum of 3 credits of any 100-level or above STAT course higher</u> <u>ECON 100</u> | Principles of Microeconomics                                                                                                           | 3 <u>-4</u> |
| <u>or ECON 101</u>                                                                                                                 | <u>Principles of Macroeconomics</u>                                                                                                    | -           |

Note 1-1: Students with MATH 140 or equivalent may take a business-BUS or general elective in lieu of MATH 140. Students planning to transfer their credits to the BBA should take MATH 141.

~~Note 2: Students cannot receive credit for BUS 145 and (BUS 143 + BUS 144).~~

~~Note 2: Student can take one of Bus 143, 144, 145 and use Bus 249 as an elective. Students can take Bus 249 and use one of Bus 143, 144, and 145 as an elective.~~

### Elective course requirements

~~Five~~ Three ~~Six~~ other business A minimum of Eighteen credits of of BUSINESS any 100-level or above-BUS courses numbered 100 excluding Core BUS Courses listed above. See Note 2.

~~not included in the core courses for which students meet the prerequisite requirements. CMNS 235 (Oral Communications), is a recommended elective. Courses in areas other than business BUS may be considered electives at the discretion of the School of Business.~~

~~Non-Business elective options include completion of UFV Continuing Education Applied Business Technology Certificate program for can be used for one 3 credit elective course. Students should contact School of Business advisors to discuss their potential to use additional specific non-BUS courses to meet the course elective requirements in the Business Administration Certificate. UFV Continuing Education ABT Certificate program can be used for one 3 credit elective.~~

Note 2: Students cannot receive credit for BUS 145 and [BUS 143 + BUS 144].

## Program requirements

Students whose cumulative grade point average and/or semester grade point average falls below 2.00 during their program are subject to program warning and/or removal from the program.

## Transfer credit

### Recognition of previously completed business courses

~~Former UFV business students who finished their studies more than 10 years ago and students who completed courses in other programs and/or at other post-secondary institutions prior to starting a UFV business program should contact the School of Business to determine whether any courses/credits can be recognized for or transferred to the desired UFV business program. Applicability of courses and/or transfer credits is determined on an individual student basis.~~

~~The following criteria are used:~~

- ~~• Relevance and suitability of the course to the program as determined by the School of Business.~~

- ~~Generally, courses taken more than 10 years ago will not be considered applicable; courses taken more recently may not be considered applicable if there has been significant change in the course subject matter since the course was taken.~~
- ~~Courses taken at other institutions may not be used to meet the program residency requirements.~~

## Transferring courses to other institutions and associations

Students intending to pursue commerce or business administration studies at another institution are advised to study those institutions' academic calendars carefully before enrolling in any UFV courses which have a BUS designation. Students should consult an Advisor or at the institution to which they intend to transfer, or refer to the B.C. Transfer Guide at [bctransferguide.ca](http://bctransferguide.ca) for transfer details.

A number of the School of Business's courses have transferability with the Chartered Professional Accountants of Canada (CPA Canada), allowing students graduating with a BBA Accounting ~~option~~ major to meet the prerequisite requirements (PREP) of the CPA program. A number of courses are also recognized by a variety of other professional accrediting associations such as ~~CHRP-CPHR (Certified Human Resource Professional)~~ Chartered Professionals in Human Resources.

## Undergraduate continuance

Students enrolled in undergraduate courses (courses numbered 100 or above) must maintain an undergraduate Cumulative Grade Point Average (CGPA) of at least 2.00 to remain enrolled in Good Academic Standing at UFV. Students in Good Academic Standing will have no registration limits placed on them. Failure to meet the minimum CGPA requirement will result in restrictions on registration and may eventually lead to academic suspension from undergraduate studies at UFV. Students on Academic Warning or Academic Probation are limited to registering in 10 credits. For further details, see the [Academic standing and undergraduate continuance](#) section of the academic calendar. Academic standing is governed by UFV's [Undergraduate Continuance policy \(92\)](#).

## **Program re-entry**

~~For re-entry to a School of Business program, GPA will be calculated based on the courses that will be used to fulfill the program requirements only (program GPA). Limitations on the number of courses retaken will apply.~~

## **Residency**

Students must complete at least 25% of the credits required in the certificate at UFV.

## **Graduation requirements**

~~To be eligible to graduate, students must achieve a minimum program and cumulative GPA of 2.00. To be eligible to graduate, students must achieve a minimum GPA of 2.00 (C average) in their final semester as well as cumulatively.~~

~~It is the student's responsibility to ensure all program requirements are met. This should be done by regular consultation with a School of Business Advisor. **Certificate candidates who qualify to receive a UFV credential must be approved by the School of Business Director and Senate.**~~

~~See the **Graduation** section of the calendar for more information.~~

## **Course listings**

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

**[Return to main School of Business page](#)**

**Memo for Program Changes**

To: UEC

From: Dr. Chris Schinckus, Director School of Business

Date: September 29, 2021

**Subject: Business Bachelor of Business Administration for Agriculture Management**

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

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

2. Rationale for change(s):

The Bachelor of Business Administration for Agriculture Management has not been updated since it was created and currently is not functioning. Changes reflect a functioning program while School of Business pursues a deeper review.

Changes are being made to solve some issues:

- The current program had required courses that had prerequisites not include in the program. This has now been corrected.
- Outdated courses have been updated with their current equivalent.
- Added flexibility in course selection in and outside of BUS for students to pursue personal and professional interests related to Agricultural Management.
- Work experience taken out of admission requirements to reflect the fact there is no existing process to assess work experience and that students were not declined admission in the past regardless of work experience information provided.
- Updated to include Co-op and Major/Minor options in and outside of School of Business that are included in the 'General' BBA

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

Learning outcomes have not changed. There are now more options to meet those outcomes

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

Indigenous ways of knowing will be included in the courses in this program in BUS courses and also in elective options available in upper level Geography or Biology.

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

No additional resources required

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

Program is currently under-enrolled. The elimination of the work experience admission requirement, removing hidden prerequisites, using the bridging courses as required courses, and giving students flexibility to build their focus in terms of elective course choice in and outside of Business should make this program more attractive to students.

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

No change in number of courses required as program requirements in order to graduate.

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.)

This will not require any additional resources since most Business courses only limit seats to BUSINESS program students which will include students in this program. Departments outside of BUS (Biology and Geography) have been consulted about the list of electives and their course requirements – the two departments supported the initiatives (see annexes).

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.

Total number of upper level required or elective courses is 15 for a minimum of 45 credits. Upper Level BIO is required or elective credit is reduced from 3 to 2 courses. BIO elective options would change due to pre-requisites of UL Biology (between GEOG and BIO – up to 2 courses)

ECON 307 removed as ECON 100 is not a current requirement of the BBA AG and also not a course that AG Diploma students complete – removes the need to ECON instructor to enter pre-req waiver which what is currently needed.

GEOG added as elective option in the program (between GEOG and BIO– up to 2 courses)

*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.

- *Dean or Arts* memo (Geography)
- *Dean of Science* memo (Biology)

## Bachelor of Business Administration for Agriculture Management

The BBA for Agriculture Management provides individuals with the ability to leverage their prior learning (Agriculture Technology diploma) and to augment prior learning with the fundamentals of business management theories and practices. ~~Students will be required to successfully complete the bridging courses prior to beginning Semester V.~~

**Commented [SB1]:** Bridging courses now part of core program requirements

### Entrance requirements

1. One of the following:

- Completion of the UFV Agriculture Technology diploma with a minimum grade point average of 2.67 (B- average).
- ~~Completion of a -or a comparable-~~ two-year diploma in agriculture from a recognized post-secondary institution with a minimum grade point average of 2.67 (B- average). ~~will be assessed on an individual basis.~~

~~+2. All applicants must have a B.C. secondary school Mathematics course or equivalent such as Calculus 12 (B or better) or one of Pre-calculus 12 or Principles of Mathematics 12 (C+ or better) (see Note). Pre-requisite to MATH 141.~~

~~2. Two years work experience.~~

Note: Applicants with a calculus course at the post-secondary level (100 level or above) with a C or better are exempt from the math requirement. Applicants may also present MATH 085, MATH 092, MATH 096, or a score of 17/25 or better on Part A of the MSAT.

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

~~Note: Students who complete these requirements will be admitted conditional upon completion of the bridging courses.~~

### When to apply

Applications are accepted for entrance to the Fall, Winter, and/or Summer semesters. ~~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:**



- Official transcripts (or interim transcripts) from all post-secondary institutions attended showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section for details.
- ~~Résumé or other documentation showing two years of work experience.~~
- 2. Applicants will be advised of an admission decision and, if accepted, 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.

### Program duration ~~and total number of credits~~

The Bachelor of Business Administration for Agriculture Management program can be completed in ~~four~~ two years of full-time study once admitted to the program, or can be completed in a part-time capacity, with students taking 10 courses per calendar year.

### Location

The program is located at the Abbotsford campus. ~~and the~~ Some required courses will be available at the Chilliwack campus at the Canada Education Park.

### Program outline

#### ~~Bridging courses~~

| <del>Course</del>       | <del>Title</del>                                                           | <del>Credits</del> |
|-------------------------|----------------------------------------------------------------------------|--------------------|
| <del>MATH 170</del>     | <del>Statistics and Mathematical Methods for Business (discontinued)</del> | <del>6-7</del>     |
| <del>or BUS 249</del>   | <del>Introduction to Finance</del>                                         | <del>1</del>       |
| <del>and STAT 106</del> | <del>Statistics I</del>                                                    | <del>1</del>       |
| <del>BUS 100</del>      | <del>Introduction to Business</del>                                        | <del>3</del>       |
| <del>BUS 203</del>      | <del>Organizational Behaviour</del>                                        | <del>3</del>       |

#### Lower-level requirements

| <u>Course</u>  | <u>Title</u>                             | <u>Credits</u> |
|----------------|------------------------------------------|----------------|
| <u>BUS 100</u> | <u>Introductory Financial Accounting</u> | <u>3</u>       |
| <u>BUS 120</u> | <u>Essentials of Marketing</u>           | <u>3</u>       |
| <u>BUS 145</u> | <u>Introductory Financial Accounting</u> | <u>3</u>       |
| <u>BUS 203</u> | <u>Organizational Behaviour</u>          | <u>3</u>       |
| <u>BUS 226</u> | <u>Economic and Business Statistics</u>  | <u>3</u>       |
| <u>BUS 249</u> | <u>Introduction to Finance</u>           | <u>3</u>       |

Commented [SB2]: To accommodate BUS 349

|                    |                                                      |          |
|--------------------|------------------------------------------------------|----------|
| <u>MATH 111</u>    | <u>Calculus I</u>                                    | <u>3</u> |
| <u>or MATH 141</u> | <u>Calculus for Business</u>                         |          |
| <u>STAT 106</u>    | <u>Statistics</u>                                    | <u>4</u> |
| <u>Plus:</u>       | <u>One ENGL or CMNS course numbered 100 or above</u> | <u>3</u> |

**Commented [SB3]:** To accommodate BUS 226

**Commented [SB4]:** To accommodate BUS 226

**Commented [SB5]:** BUS 100, BUS 120, CMNS251 and one of CMNS 125 or ENGL 105 also completed in Ag Dip

#### Upper-level requirements

**Commented [SB6]:** Bridging courses in program requirements

| <u>Course</u>  | <u>Title</u>                                                             | <u>Credits</u> |
|----------------|--------------------------------------------------------------------------|----------------|
| <u>BUS 304</u> | <u>Organization Theory and Design</u>                                    | <u>3</u>       |
| <u>BUS 349</u> | <u>Financial Management I</u>                                            | <u>3</u>       |
| <u>BUS 403</u> | <u>Strategic Management</u>                                              | <u>3</u>       |
| <u>BUS 404</u> | <u>Management Science</u>                                                | <u>3</u>       |
| <u>One of:</u> |                                                                          | <u>3</u>       |
| <u>BUS 320</u> | <u>Business Research Methods</u>                                         |                |
| <u>BUS 323</u> | <u>Introduction to Advertising</u>                                       |                |
| <u>BUS 325</u> | <u>Digital Marketing</u>                                                 |                |
| <u>BUS 421</u> | <u>International Marketing</u>                                           |                |
| <u>Plus:</u>   | <u>Nine additional upper-level BUS electives (See Note 1 and Note 2)</u> | <u>27</u>      |

Note 1: Upper-level BUS electives can be chosen from courses numbered 300 and above (if prerequisites are met) that reflect the student's interest and professional goals and that complement the Agriculture Technology diploma.

Note 2: Up to two of the upper-level BUS electives can be replaced with approved upper-level GEOG or BIO courses. See the School of Business website for approved elective choices.

#### Semester IV

| <u>Course</u>   | <u>Title</u>                             | <u>Credits</u> |
|-----------------|------------------------------------------|----------------|
| <u>BUS 100</u>  | <u>Introductory Financial Accounting</u> | <u>3</u>       |
| <u>BUS 120</u>  | <u>Essentials of Marketing</u>           | <u>3</u>       |
| <u>One of</u>   | <u>ENGL100-499 or CMNS 100-499</u>       | <u>3</u>       |
| <u>STAT 106</u> | <u>Statistics</u>                        | <u>4</u>       |

**Commented [SB7]:** BUS 100, BUS 120, CMNS251 and one of CMNS 125 or ENGL 105 also completed in Ag Dip

**Commented [SB8]:** To accommodate BUS 226 and BUS 404

Note: Students must successfully complete the bridging courses prior to beginning Semester V.

Commented [SB9]: Bridging courses in program requirements

#### Semester V

| Course                        | Title                                                               | Credits |
|-------------------------------|---------------------------------------------------------------------|---------|
| BUS 145201                    | Introductory Financial Accounting Human Resource Management         | 3       |
| MATH 141 BUS 226/<br>ECON 226 | Calculus for Business1 (see Note 1)Economic and Business Statistics | 3       |
| BUS 203BUS 339                | Organizational Behaviour Introductory Financial Statement Analysis  | 3       |
| ElectiveBUS 350               | Upper Level BUS elective (See Note 2)Operations Management          | 3       |
| Elective BIO 210              | Upper Level BUS elective (See Note 2)Introduction to Ecology        | 34      |

Commented [SB10]: To accommodate BUS 226

#### Semester VI

| Course                      | Title                                                                | Credits |
|-----------------------------|----------------------------------------------------------------------|---------|
| BUS 305304                  | Organization Theory and Design Industrial Relations                  | 3       |
| BUS 226320                  | Economic and Business Statistics Research Methods                    | 3       |
| BUS 321Elective             | Upper Level BUS elective (See Note 2)Business Marketing Management   | 3       |
| BUS 249BUS 349/<br>ECON 349 | Introduction to Finance Financial Management I                       | 3       |
| ECON 307Elective            | Upper Level BUS elective (See Note 3)Managerial Economics (see Note) | 3       |

Commented [SB11]: To accommodate BUS 349

Note: Students should check that they meet the prerequisites for this course.

#### Semester VII

| Course           | Title                                                                                        | Credits |
|------------------|----------------------------------------------------------------------------------------------|---------|
| BUS 404          | Management Science                                                                           | 3       |
| Elective BUS 406 | Upper Level BUS Marketing elective one of BUS 320, 323, 325 and 421Compensation and Benefits | 3       |
| BUS 349415       | Financial Management IVenture Initiation                                                     | 3       |
| ElectiveBUS 440  | Upper Level BUS elective (See Note 3)Managing in the Digital World                           | 3       |
| ElectiveBUS 457  | Upper Level BUS elective (See Note 3)Project Management                                      | 3       |

**Semester VIII**

| Course                  | Title                                                                                         | Credits |
|-------------------------|-----------------------------------------------------------------------------------------------|---------|
| BUS 403                 | Strategic Management                                                                          | 3       |
| <u>Elective BIO 420</u> | <u>Upper Level BUS elective (See Note 3)Special Topics in Biology (Global Sustainability)</u> | 3       |
| <u>Elective BUS 430</u> | <u>Upper Level BUS elective (See Note 3)Management of Innovation</u>                          | 3       |
| <u>Elective Plus:</u>   | <u>Upper Level BUS elective (See Note 4)An additional upper-level BUS course</u>              | 3       |
| <u>ElectivePlus:</u>    | <u>Upper Level BUS elective (See Note 4)An upper-level elective, selected from list below</u> | 3       |

**Elective courses**

Note 1: MATH 111 is approved as an alternate course to meet program requirements

Note 2: Upper Level BUS elective choice will be limited based on completed Lower Level credit due to pre-requisites to Upper Level BUS courses

Note 3: Upper Level BUS electives can be chosen from 300-400 level BUS courses (if prerequisites are met) that reflect student interest, professional goals and compliment student previous Ag Tech Diploma (or equivalent)

Note 4: Up to 2 courses of Upper Level BUS electives can be replaced with approved Upper Level Geography or Biology. See School of Business website for approved Upper Level elective choice outside of School of Business. Alternate courses may be approved — consult with a School of Business Advisor regarding request.

**Elective courses**

| Course             | Title                                            | Credits |
|--------------------|--------------------------------------------------|---------|
| BIO 310            | Conservation Biology                             | 3       |
| BIO 360            | Insect Biology                                   | 4       |
| BIO 390            | Animal Behaviour                                 | 4       |
| BIO 410/ GEOG 410  | Plant Ecology                                    | 4       |
| BIO 420            | Special Topics in Biology (Equine Science topic) | 3       |
| ECON 361/ GEOG 361 | Environmental Economics                          | 3       |
| ECON 410           | Macroeconomics and Financial Markets             | 3       |

Other approved upper-level elective (contact the Business department for approval)

#### Co-operative Education option

The Co-operative Education option offers students in the BBA degree program the opportunity to obtain paid, career-related work experience in their field of study during their education at UFV. After completing their first year of study, Co-op students alternate between semesters of full-time study and full-time paid employment. See the Co-operative Education section for more details.

#### BBA majors and minors

The following majors and minors are available in the BBA program:

- Accounting major
- Finance major
- Human Resource Management major
- International Business major
- Marketing major
- Financial Management minor
- International Business minor
- Operations Management/Management Information Systems minor
- Organizational Studies minor

See this section for major and minor requirements.

#### Minors in other programs

Students who choose to combine their BBA with a minor or extended minor in another discipline must complete all the requirements of the BBA degree and all discipline requirements of the minor or extended minor. Students interested in pursuing this option must contact an Academic Advisor and obtain permission from the department that offers the minor or extended minor.

### **Program requirements**

Students must achieve a minimum C- in each of BUS 100, BUS 120, BUS 145, BUS 226, BUS 249, MATH 141, and STAT 106. ~~Students must meet the general requirements of the Bachelor of Business Administration. A 2.67 grade point average in Semesters V–VIII is required in order~~

~~to graduate. The minimum grade of a pre-requisite to a subsequent required or elective course in the BBA – Agriculture management is “C” unless otherwise stated in the elective or required course description located in Academic Calendar. Required courses impacted by “C” minimum required include: BUS 100, 120, 145, 226, 249, STAT 106 and MATH 141.~~

### Program continuance

Program continuance and probation are governed by UFV’s [Undergraduate Continuance policy \(92\)](#). Students must have a CGPA of at least 2.00 to remain in good academic standing. Failure to meet or maintain a 2.00 will result in restrictions on registration and may lead to academic suspension. For further details, see the [Academic standing and undergraduate continuance](#) section of the academic calendar.

### Residency

Students must complete at least 50% of the course work, including at least 10 upper-level business courses numbered BUS 300–499, at UFV.

Courses taken at partnering universities through an approved Study Abroad student exchange may be used to meet residency requirements.

### Graduation requirements

To be eligible to graduate, students must achieve a minimum program GPA (PGPA) of 2.67, and a minimum cumulative GPA (CGPA) of 2.00 on all courses attempted.

At the time of applying for graduation no upper-level BUS applicable to the BBA may be older than five years.

See the Graduation section of the calendar for more information.

### Maximum length of time to complete program

Students have 10 years from the time of admission to the program to meet graduation requirements.

Students with ~~personal~~ extenuating circumstances can apply to the Director of the School of Business for an extension.

**Memo for New Course**

To: Lucy Lee

From: Stefania Pizzirani, Chair of Environmental Studies Curriculum Committee

Date: December 1, 2021

**Subject: Proposal for new course (ENV 310: Leadership in Environmental Professions)**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

1. Rationale for new course, including how this course fits into the program(s):

This course would focus on the development of leadership skills for use in environmental professions. Using case study analysis and guest lectures, students learn about utilizing leadership principles in managing and building capacity on environmental projects, and dealing with conflict among stakeholders. This new course would give students an alternate option for the PORT 398 requirement in the Bachelor of Environmental Studies (BES) and the BES-Natural Sciences (BES-NS) programs.

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

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

This course's learning outcomes align and contribute to the following ILOs:

- Analyze critically and imaginatively.
- Use knowledge and skills proficiently.
- Communicate effectively.
- Pursue self-motivated and self-reflective learning.
- Engage in collaborative leadership.
- Engage in respectful and professional practices.
- Contribute regionally and globally.

Additionally, this course specifically meet the following BES and BES-NS learning outcomes:

- "Investigating and Problem-Solving": learning outcomes related to specific skills developed within and across disciplines.
- "Communicating": learning outcomes that emphasize multiple ways of communicating ideas and strategies to multiple audiences.
- "Environmental Citizenship": learning outcomes related to engagement in the broader community.

These learning outcomes will be met because the course will incorporate case study analysis, guest lectures from local environmental leaders, critical thinking around environmental conflicts, collaborative development of conflict resolution techniques, self-reflection assignments, assessment of national and international professional standards in the environmental field, and more.

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

No.

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

None.

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

N/A

6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

This course includes analysis and understanding of various Indigenous case studies that highlight teachings around two-eyed seeing, co-management relationships, and conflicts with and violations of Indigenous rights. These topics will be interwoven throughout the course, and explored through various activities and/or assignments such as within a reflective journal. The course will host at least one Indigenous leader and students will learn about perspectives, protocols, and principles (e.g., OCAP data governance), and also understand their professional obligations to UNDRIP and TRC.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

This course will feature content from diverse authors and will strive to attain equitable representation from many underrepresented communities. This will be particularly important when discussing inclusive and ethical leadership. The course topics are modern and timely, representing such current leadership challenges as environmental racism and imbalanced power dynamics. The curriculum will be delivered in pre-recorded lectures which have subtitles. The presentation slides will be provided with alternative text for photos. All synchronous sessions are also recorded. Assignments will be varied (e.g., video assignment, visual infographic, reflective journal, etc.) to be inclusive of student preferences. No textbook will be required to help students with financial challenges. The quizzes will be open-note and take-home to account for students who have accommodations.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.):

No special considerations need to be made for this course.

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

No extra costs are anticipated for this course aside from the registration fees.





ORIGINAL COURSE IMPLEMENTATION DATE: September 2022  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): February 2028  
 Course outline form version: 06/18/2021

## 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> ENV 310                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                                                         |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Leadership in Environmental Professions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                                         |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Leadership in Env. Professions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                                         |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department:</b> School of Land Use and Environmental Change                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                                                         |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Develops leadership skills for use in environmental professions. Using case study analysis and guest lectures, learn about holistic, shared, and inclusive leadership principles and practices in facilitating environmental change and addressing environmental conflict.                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                                         |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                                                         |   |  |  |  |  |                    |           |                                                                                               |  |
| <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>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>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br>Grading System: <b>Letter Grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): 36 |    |                     |    |                                                         |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">21</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">22</td> </tr> <tr> <td>Experiential (cultural/elder learning or participation)</td> <td style="text-align: center;">2</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </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                                                                                                                                                                                                                                                                                                                                                                                                   | 21 | Tutorials/workshops | 22 | Experiential (cultural/elder learning or participation) | 2 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 21        |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                                         |   |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 22        |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                                         |   |  |  |  |  |                    |           |                                                                                               |  |
| Experiential (cultural/elder learning or participation)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2         |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                                         |   |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                                         |   |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                                         |   |  |  |  |  |                    |           |                                                                                               |  |
| <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>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                         |    |                     |    |                                                         |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> December 2021                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |                                                         |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> December 17, 2021                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                                         |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> February 25, 2022                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                                         |   |  |  |  |  |                    |           |                                                                                               |  |

### Learning Outcomes

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

1. Identify leadership and team-building strategies used in environmental professions and community engagement.
2. Explain the significance of creativity, shared leadership, task delegation, and accountability.
3. Discuss the power and place of social dynamics and inequity involved in leadership and change experiences.
4. Provide examples of leadership that balances personal, community, social and physical well-being.
5. Articulate the importance of Indigenous rights and principles of learning in environmental leadership and project management.
6. Exercise effective and inclusive listening to set priorities, goals, and targets.
7. Assess the effectiveness of common conflict resolution methods.
8. Identify communication strategies for building and sustaining reciprocal relationships.
9. Use reflective strategies in the exercise of adaptive leadership.

Leadership in environmental professions involves a complex set of skills that are critical in the growing environmental field. Students will build confidence in key leadership skills, learn from the lived experience of environmental professionals, and use case studies and management methods that aid transparency, communication, and accountability in environmental project and field work.

### Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

|              |     |          |     |                |     |
|--------------|-----|----------|-----|----------------|-----|
| Assignments: | 40% | Project: | 40% | Quizzes/tests: | 20% |
|--------------|-----|----------|-----|----------------|-----|

### Details:

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

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

| Type       | Author or description       | Title and publication/access details                                                                                                                                                                                | Year |
|------------|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Other   | Redekop, B., and Olson, S.  | Leadership for Environmental Sustainability. Routledge.                                                                                                                                                             | 2010 |
| 2. Other   | Gallagher, Deborah R.       | Environmental Leadership: A reference handbook. Sage Reference.                                                                                                                                                     | 2012 |
| 3. Article | Gluch, P. and Mansson, S.   | "Taking lead for sustainability: Environmental managers as institutional entrepreneurs", <i>Sustainability</i> 13, 7, 1.                                                                                            | 2021 |
| 4. Article | Latulippe, N. and Klenk, N. | "Making room and moving over: Knowledge coproduction, Indigenous knowledge sovereignty and the politics of global environmental change decision-making", <i>Current Opinion in Environmental Sustainability</i> 42. | 2020 |
| 5. Article | Sinclair, Murray, 2021      | "Leadership for all our relations", <i>Maclean's</i> January                                                                                                                                                        | 2021 |

### Course Content and Topics

Module 1: Envisioning Leadership for the Environment in the 21<sup>st</sup> Century

- (Re)imagining a shared future and the New Environmental Paradigm (NEP)
- Major challenges in environmental leadership: uncertainty, shifting values, commodification of nature, climate anxieties, etc.
- How and where environmental leadership emerges within communities and organizations
- Moving beyond the leadership-follower dynamic: developing more holistic, reflexive, just, and inclusive change relationships

Module 2: Building Confidence and Communications in Environmental Leadership

- Understanding one's history in, capacity for, and participation in shared leadership
- Recognizing distinctions between leadership in public, private, non-profit, and community spaces
- Differentiating between creativity, leadership, and management in environmental organizations
- Conveying uncertainty in environmental engagement

Module 3: Leading Inclusively

- Grounding leadership: Eco- and Indigenous systems as foundations to shared leadership
- Who is at the table? Understanding whose voices are (not) being heard or included
- Strategies for effective listening and facilitation, including shared goal setting
- Identifying areas for shared decision-making, from what benefits should be sought to the establishment of timelines

Module 4: Confronting Conflict, Building Toward Shared Benefit

- Identifying types of conflict frequently encountered in environmental professions
- Case studies in conflicts resolved and left unresolved, what has worked and what did not
- OCAP (Ownership, Control, Access, and Possession) principles in environmental leadership and project management
- Assessing who is impacted, and how, from actions taken

Module 5: Reflecting for Adaptive, Responsive, and Ethical Leadership

- Assessing one's continued capacity and emotional well-being while engaged in leadership and project management
- Building opportunities for community or organizational feedback
- Evaluating actions against core and shared values and expected benefits

**Memo for New Course**

To:

From: Stefania Pizzirani, Chair of Environmental Studies Curriculum Committee

Date: December 3, 2021

**Subject: Proposal for new course (ENV 484: Directed Studies)**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

1. Rationale for new course, including how this course fits into the program(s):

This course is designed to give BES and BES-NS students the opportunity to complete courses through a Directed Studies option. This is a standard option available in all programs and we aim to update the BES/BES-NS programs with this option.

The Directed Studies course will be used by students who wish to pursue focused research or independent studies, and/or to use ENV 484 to substitute an elective course or to help them meet credit requirements.

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

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

This Directed Studies course will vary depending on how it is arranged for any given student. This course will inherently meet the learning outcomes for the BES or BES-NS programs as well as the ILOs because projects used in Directed Studies courses reflect and respond to program and institutional learning objectives.

It is difficult to express exactly which learning outcomes this course provides because each use of this course will be bespoke and individually developed.

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

No.

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

None.

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

N/A

6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to](#)

[Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

All Directed Studies projects will aim to include and reflect Indigenous perspectives and values. Built into each project will be the need for students to research and review Indigenous ways of knowing related specifically to their project focus. For example, projects focused on water quality will be asked to reflect cultural values associated with water and Indigenous methods of understanding the health of this living being. The Indigenous names for the environment – such as mountains, rivers, and plants – will also be used in projects.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

Ultimately, the ENV 484 course enables accessibility within the BES and BES-NS programs. If a student, for example, is physically unable to do field work then they will have the opportunity to do a Directed Studies course related to the course that they may miss. Additionally, students will be able to attain credits for engaging in research that they are passionate about – this has a tremendous impact on student's confidence and enthusiasm for the program. ENV 484 is adaptive to students' learning needs and abilities.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.):

No special considerations need to be made for this course.

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

No extra costs are anticipated for this course aside from the registration fees.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2022  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): February 2028  
 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> ENV 484                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                     |  |                             |  |                                                              |  |                              |  |                                                |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Course Full Title:</b> Directed Studies in Environmental Studies<br><b>Course Short Title:</b> Directed Studies: Env. Studies<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 Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Department:</b> School of Land Use and Environmental Change                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                     |  |                             |  |                                                              |  |                              |  |                                                |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Calendar Description:</b><br>Upper-level Environmental Studies students will work under the supervision of a faculty member with appropriate expertise to complete a unique experiential, applied, and/or research project. Students will advance their knowledge and skills using secondary materials in an environmental area of their choosing.                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                     |  |                             |  |                                                              |  |                              |  |                                                |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 60 university-level credits including at least nine credits of GEOG or ENV.                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                     |  |                             |  |                                                              |  |                              |  |                                                |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                      |
| <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: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i><br><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 |  |                     |  |                             |  |                                                              |  |                              |  |                                                |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Typical Structure of Instructional Hours</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture/seminar hours</td><td></td></tr> <tr><td>Tutorials/workshops</td><td></td></tr> <tr><td>Supervised laboratory hours</td><td></td></tr> <tr><td>Experiential (field experience, practicum, internship, etc.)</td><td></td></tr> <tr><td>Supervised online activities</td><td></td></tr> <tr><td>Other contact hours: Student directed learning</td><td style="text-align: center;">60</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | Tutorials/workshops |  | Supervised laboratory hours |  | Experiential (field experience, practicum, internship, etc.) |  | Supervised online activities |  | Other contact hours: Student directed learning | 60 | <b>Total hours</b> | <b>60</b> | <b>Transfer Credit</b><br>Transfer credit already exists: (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes<br><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> |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                     |  |                             |  |                                                              |  |                              |  |                                                |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                      |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                     |  |                             |  |                                                              |  |                              |  |                                                |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                      |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                     |  |                             |  |                                                              |  |                              |  |                                                |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                      |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                     |  |                             |  |                                                              |  |                              |  |                                                |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                      |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                     |  |                             |  |                                                              |  |                              |  |                                                |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                      |
| Other contact hours: Student directed learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 60                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                     |  |                             |  |                                                              |  |                              |  |                                                |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                      |
| <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><br><b>Expected Frequency of Course Offerings:</b><br><i>(Every semester, Fall only, annually, etc.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                     |  |                             |  |                                                              |  |                              |  |                                                |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Department / Program Head or Director</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Date approved:</b> December 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                     |  |                             |  |                                                              |  |                              |  |                                                |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Date approved:</b> January 14, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                     |  |                             |  |                                                              |  |                              |  |                                                |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Date of meeting:</b> February 25, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                     |  |                             |  |                                                              |  |                              |  |                                                |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                      |

## Learning Outcomes:

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

1. Identify learning objectives specific to student interest and needs.
2. Create a conceptual framework to achieve the learning objectives.
3. Evaluate primary and secondary source materials related to the topic of study.
4. Express themselves clearly and professionally through oral, visual, and written presentation.
5. Identify Indigenous ways of knowing related specifically to their project focus.
6. Keep a research journal.
7. Reflect critically on the learning experience.
8. Manage a research project to successful completion.

## Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because each offering of the course is unique to the student and instructor involved.

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

These will vary depending on the topic chosen, and any particular agreement between the instructor and student related to the achievement and demonstration of the learning outcome. Methods could include oral presentation, field reports, posters, formal research essays, portfolio, or some combination thereof.

**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. | M. Northey, Draper, D. and Knight, D. | Making Sense in Geography and Environmental Sciences: a student's guide to research and writing. | <input checked="" type="checkbox"/> | Oxford    | 2019 |
| 2. |                                       |                                                                                                  | <input type="checkbox"/>            |           |      |
| 3. |                                       |                                                                                                  | <input type="checkbox"/>            |           |      |
| 4. |                                       |                                                                                                  | <input type="checkbox"/>            |           |      |
| 5. |                                       |                                                                                                  | <input type="checkbox"/>            |           |      |

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

## Typical Evaluation Methods and Weighting

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

**Details (if necessary):** Possible assignments and their percent value for course evaluation include an annotated bibliography (20%), a research journal (20%), research paper (30%), multimedia presentations (20%), and self-reflective writing (10%).

## Typical Course Content and Topics

This will vary according to the instructor and student and the chosen topic of study. A suggested breakdown of weekly activities may be:

Week 1: Meeting with supervisor, determine objectives.

Week 2-5: Self-directed learning; identifying and reading materials related to course objectives.

Week 6: Meeting with supervisor.

Week 7-11: Student completes assignments.

Week 12: Debrief with supervisor.

**Memo for Program Changes**

To: FSCC, SFC, and UEC

From: Stefania Pizzirani, Chair, Environmental Studies Curriculum Committee

Date: 21 May 2021

**Subject: Bachelor of Environmental Studies**

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:

**Change 1:** Addition of GEOG 130 as an option to meet the lower level *Society and Culture* requirement

**Change 2:** Addition of a new course, ENV 330, as an upper-level option to meet the *Society, Culture, and Environment* requirement

**Change 3:** Addition of GEOG 357/ BIO 357 as alternative to GEOG 353

**Change 4:** Addition of BIO 360 and BIO 380 to Sciences II (to align with BES-NS)

**Change 5:** Removal of GEOG 211 from program. (Course no longer offered.)

**Change 6:** Addition of HIST 100e as an option to meet the lower level *Society and Culture* requirement.

2. Rationale for change(s):

**Change 1 (GEOG 130):** This course was deemed to meet the intended outcome of this requirement, examining human systems as they impact natural systems. Most of this course is focused on Canada's physical geography and natural resource economies, and on Indigenous geographies and land rights.

**Change 2 (ENV 330):** This new course on Sustainable Fashion is the first topical Environmental Studies course developed by a contributing faculty member to the program. It is not considered a core requirement, but aligns with the other upper-level options in human-environment relations outlined in the *Society, Culture, and Economy* requirement.

**Change 3 (GEOG 357/BIO 357):** GEOG 357: Conservation GIS is well-aligned with the outcomes of the BES, and, like GEOG 253, does not have GIS-specific pre-requisites. The course has become a popular option for students in both Geography and Biology programs. For those students only taking one GIS course, and therefore not specializing in the field, GEOG 357 is seen as a suitable introduction and alternative option to GEOG 253.

**Change 4** (BIO 360 and BIO 380): This change is to align BES upper-level science options to those available in the BES-NS.

**Change 6** (HIST 100e): This course was deemed to meet the intended outcome of this requirement, examining environmental histories between humans and their natural environment.

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?

GEOG 130, HIST 100e, and ENV 330 are being added, and provide options for students to take courses incorporating strong decolonized and Indigenized lenses in line with existing program outcomes. The changes at this time are primarily in course additions/ deletions (GEOG 211) and not to program structure or outcomes.

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

N/A

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

These options provide increasing flexibility in the program. Addition of GEOG 130 and HIST 100e increases ability of B.Ed bound students to meet entrance requirements. Allowance of GEOG 357/ BIO 357 in lieu of GEOG 253 provides additional flexibility for students transferring into the program with two years from other institutions, as these students often take GIS in classes that do not articulate 1-to-1 with GEOG 253.

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

No

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

None required.

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.

ENV 330, GEOG 130, GEOG 357/ BIO 357 are housed in SLUEC, which holds the budget for the BES.

The number of students from the BES who will take either BIO 360 or BIO 380 is anticipated to be quite small, given pre-requisites and the diversity of alternatives.

The number of students from BES who will take HIST 100e is anticipated to be minimal.



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

No budgetary implications.

**Memo for Program Changes**

To: FSCC, SFC and UEC

From: Stefania Pizzirani, Chair, Environmental Studies CC

Date: 21 May 2021

**Subject: Bachelor of Environmental Studies**

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:

**Change 1:** Revision of calendar copy, including:

- shift of GEOG 331 from “Breadth” stream to “Environmental Core”, and recounting of required credits for this stream accordingly
- Reordering and clarification of requirements
- Addition of CGPA requirement language to align with policy

**Change 2:** Addition of option to complete minors in other programs as part of BES. The following language is proposed:

**Minors in Other Programs**

Students completing requirements for the Bachelor of Environmental Studies may combine this with the requirements for any of the existing minors or extended minors offered at UFV, with the exception of Biology, Geography, or Physical Geography. In such cases, the transcript will specify both the BES and extended minor or minor program completed.

In order to complete the degree in a timely fashion, students wishing to combine the BES degree with any minor and/or extended minor (except Biology, Geography, or Physical Geography) must seek approval of the appropriate program advisors. Students should be aware that if they choose to fulfill the requirements of both the degree and a minor or extended minor, they will most likely need to complete more than 120 credits in order to meet all requirements and will need to meet the graduation/program requirements for both the degree and the selected minor or extended minor.

2. Rationale for change(s):

**Change 1** (Calendar): The current calendar copy is so cumbersome, that students and advisors rely on Degree Audit to interpret requirements. In developing the calendar copy a few years ago, were told to list all of the courses, but there are simply too many to provide value in doing so, and the long lists require significant proofreading.

The calendar revisions adopt a simpler listing, and incorporates smaller lists into three, easier-to-interpret streams: *environmental core*; *research, methods and engagement core*; and *breadth requirements*. Note that these were *already* required.

In addition, GEOG 331 was moved from *breadth* to *Environmental Core*, as it is a course designed primarily to meet a gap in the program (in environmental management) that was not addressed prior to the degree's approval. The number of credits required in each of the core and breadth streams have been adjusted accordingly.

Finally, some information was presented at the beginning of the Program Requirements section, as they had previously been 'buried' in a different section. This revision adopts the format used for other programs (e.g., BA).

**Change 2** (minors): This change will bring the BES in line with the BES-NS, which will now allow minors (with noted exceptions). The BES is an interdisciplinary degree, and students are introduced to other disciplines through meeting degree requirements. The addition of minors provides more opportunities for students bound for teacher education programs to complete the degree, as they can also complete minors aligned with teachable subjects. Students will also be able to further specialize through a minor in another program that aligns with their goals for subsequent professional practice or academic study.

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?

Specific to the changes in this batch (adding language for minors, and calendar clean-up), the primary effect of the changes are:

- The movement of GEOG 331 to environmental core more explicitly situates Indigenous values and knowledge systems as a core value in the program. GEOG 331 provides a critical assessment of environmental management and assessment through a decolonial and Indigenized content, and it introduces students to issues related to Indigenous knowledge sharing and values in environmental decision making. The course is already required in the program, but is identified under 'breadth'.
- Students can now complete a minor in Indigenous Studies as part of the degree.

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

N/A

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

Calendar revisions should significantly improve ease of use.

The addition of language re: use of minors improves options for students currently served by the degree. The minors option should increase the attractiveness of the program to some students particularly those continuing into teacher education programs. However, the impact on overall enrollment in the program is not expected to be significant.

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

No

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

None required.

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.

The addition of language allowing students in the BES to complete minors in other programs may increase demand for courses in other program areas. This demand is likely to be diffuse, as students can complete minors in many other program areas.

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

No budgetary implications.

**Memo for Program Changes**

To: FSCC

From: Stefania Pizzirani, Chair, Environmental Studies CC

Date: December 1, 2021

**Subject: Bachelor of Environmental Studies (BES), BES-Natural Sciences (BES-NS), and Environmental Studies minor (ES minor)**

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

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

**Change 1 for BES and BES-NS:** Addition of STAT 307: Data Visualization as an option in List 2B: Professional and Research Skills II.

**Change 2 for BES and BES-NS and ES minor:** Addition of BUS 400: Business and Society as an option in the Society, Culture, and Economy (List 2A (upper-level option list) in the BES and BES-NS; the SCE stream in the ES minor).

**Change 3 for BES and BES-NS:** Addition of AH 270: Architecture and Nature as an option in Society and Culture List 1A (lower-level option list)

**Change 4 for BES and BES-NS:** Addition of GDS 100/GEOG 109: A World of Development as an option in Society and Culture List 1A (lower-level option list)

**Change 5 for BES and BES-NS:** Addition of MEDA 469: Design Thinking for Creative Leadership as an option in Professional and Research Skills II (upper-level option list)

**Change 6 for BES and BES-NS:** Addition of GD 157: Digital Design Media I as an option in Professional and Research Skills I (lower-level option list)

**Change 7 for BES and BES-NS:** Addition of GD 159: Digital Design Media II as an option in Professional and Research Skills I (lower-level option list)

**Change 8 for BES and BES-NS:** Addition of GD 202: Interactive Design I as an option in Professional and Research Skills I (lower-level option list)

**Change 9 for BES and BES-NS and ES minor:** Addition of GDS 332: Refugees, Displacement, and Development as an option Society, Culture, and Environment (List 2A (upper-level option list) in the BES and BES-NS; the SCE stream in the ES minor).

**Change 10 for BES and BES-NS:** Addition of AGRI 220: Plants in the Landscape as an option in AGRI Sciences (3cr) list in the Breadth requirements

**Change 11 for BES and BES-NS:** Addition of AGRI 237: Intro to the Health and Nutrition of Farm Animals as an option in the AGRI Sciences (3cr) list in the Breadth requirements

**Change 12 for BES and BES-NS:** Addition of AGRI 238: Equine Production and Management as an option in the AGRI Sciences (3cr) list in the Breadth requirements

**Change 13 for BES and BES-NS:** Addition of AGRI 239: Management and Production of Beef, Sheep, and Goats as an option in the AGRI Sciences (3cr) list in the Breadth requirements

**Change 14 for BES and BES-NS:** Addition of AGRI 256: Management and Production of Poultry and Swine as an option in the AGRI Sciences (3cr) list in the Breadth requirements

**Change 15 for BES-NS:** Change program requirements in the BES-NS to require “GEOG 353 or GEOG 357” in the Research, methods, and engagement core.

**Change 16 for BES-NS:** Addition of GEOG 353 to List 2B (Professional and Research Skill II).

**Change 17 for BES and BES-NS:** Creation and addition of ENV 310: Leadership in Environmental Professions

**Change 18 for BES and BES-NS:** Creation and addition of ENV 484: Directed Studies course.

2. Rationale for change(s):

**Change 1 (STAT 307):** This course helps to meet the growing demand by professionals in the environmental sector for effective visualization and communication of environmental data. It is not considered a core requirement, but aligns with the other upper-level options outlined in the *Professional and Research Skills* requirement. STAT 307 has a pre-requisite of STAT 104, 106, or 270, and BES students are already required to take one of these three courses to fulfill the *Research, Methods, and Engagement* core requirements.

**Change 2 (BUS 400):** It is increasingly important to understand business concepts within an environmental context. This course has prerequisites of BUS 261 and BUS 100, neither of which are in the BES curricula. However, the addition of this course will be helpful to bridge Business and BES

particularly as Business students may be interested in the Environmental Studies Minor, or – conversely – BES students may be interested in the Business Minor.

**Change 3 (AH 270):** This course offers a deep exploration of how the built environment and nature can complement and/or conflict with each other. AH 270 also aligns with the various urban planning courses available for BES to take in order to complete their degree. This course is typically taught every other year, and has pre-requisites of any one 100-level AH course.

**Change 4 (GDS 100/GEOG 109):** This popular course is offered at least 4-5 times a year, and explores “natural” and planned developmental processes and practices from around the world. Socio-cultural and environmental impacts are critically examined which makes this course a good fit as an option in *Society and Culture* List 1A. There are no pre-requisites for this course.

**Change 5 (MEDA 469):** This focuses on iterative and collaborative problem solving which helps to build creativity and leadership skills. Transmedia solutions are developed using innovative, empathetic approaches. This course is therefore aligned with the *Professional and Research Skills II* (upper-level option list), and it only has a 45-credit pre-requisite requirement.

**Change 6 (GD 157):** Many environmental professionals need to be able to use digital media skills to efficiently and effectively communicate both qualitative and quantitative data for a variety of stakeholders. This course focuses on using Photoshop and Illustrator, and is therefore aligned with the *Professional and Research Skills I* (lower-level option list). There are no pre-requisites for this course.

**Change 7 (GD 159):** As above, many environmental professionals need to be able to use digital media skills to efficiently and effectively communicate both qualitative and quantitative data for a variety of stakeholders. This course focuses on using Indesign, and is therefore aligned with the *Professional and Research Skills I* (lower-level option list). Students can choose to pursue more GD courses to fulfill their elective requirements. There are no pre-requisites for this course.

**Change 8 (GD 202):** As above, many environmental professionals need to be able to use digital media skills to efficiently and effectively communicate both qualitative and quantitative data for a variety of stakeholders. This course focuses on learning web design techniques, and is therefore aligned with the *Professional and Research Skills I* (lower-level option list). Students can choose to pursue more GD courses to fulfill their elective requirements. This course has a pre-requisite of GD 157.

**Change 9 (GDS 332):** This new GDS course explores the reasons behind forced migration and displacement such as climate change, resource extraction, deforestation, and other socio-political factors. This course aligns with the *Society, Culture, and Environment* (upper-level option list). This course has a 45-credit pre-requisite requirement.

**Change 10 (AGRI 220):** This agricultural course is quite popular with BES students who wish to learn how to identify, use, and maintain plants in the landscape, and understand how growing requirements can be affected by pests and disease, climate change, and more. Since this course is no longer required by the Ag diploma, there is more capacity for the course to accommodate BES students. There are no pre-requisites for this course.

**Change 11 (AGRI 237):** Current AGRI courses often have long waitlists so interested BES students are usually unable to take agriculture-related courses. Adding more AGRI options would help ENV students

learn agriculture-related skill sets. It is also useful to learn about agriculture (e.g. livestock) from within the industry perspective which is more easily attained through these additional agricultural courses. There are no pre-requisites for this course.

**Change 12 (AGRI 238):** As above, current AGRI courses often have long waitlists so interested BES students are usually unable to take agriculture-related courses. Adding more AGRI options would help ENV students learn agriculture-related skill sets. It is also useful to learn about agriculture (e.g. livestock) from within the industry perspective which is more easily attained through these additional agricultural courses. There are no pre-requisites for this course.

**Change 13 (AGRI 239):** As above, current AGRI courses often have long waitlists so interested BES students are usually unable to take agriculture-related courses. Adding more AGRI options would help ENV students learn agriculture-related skill sets. It is also useful to learn about agriculture (e.g. livestock) from within the industry perspective which is more easily attained through these additional agricultural courses. There are no pre-requisites for this course.

**Change 14 (AGRI 256):** As above, current AGRI courses often have long waitlists so interested BES students are usually unable to take agriculture-related courses. Adding more AGRI options would help ENV students learn agriculture-related skill sets. It is also useful to learn about agriculture (e.g. livestock) from within the industry perspective which is more easily attained through these additional agricultural courses. There are no pre-requisites for this course.

**Change 15 (GEOG 357):** BES-NS students are required to take at least two GIS courses: GEOG 253 (Intro to GIS) and GEOG 353 (GIS Applications). Given how many students are interested in environmental management, there is interest to “promote” GEOG 357 from an option in List 2B. Thus, this change will alter the wording in the BES-NS program outline from requiring GEOG 353 to requiring “GEOG 353 or GEOG 357”. This change would allow students to choose between the two classes for their GIS program requirements.

**Change 16 (GEOG 353):** With Change 17, this would mean that BES-NS students would have a choice between GEOG 353 and GEOG 357. Since some students may want to take both, GEOG 353 needs to be added to the List 2B (Professional and Research Skill II) in the BES-NS course calendar).

**Change 17 (ENV 310):** This course would focus on the development of leadership skills for use in environmental professions. Using case study analysis and guest lectures, students learn about utilizing leadership principles in managing and building capacity on environmental projects, and dealing with conflict among stakeholders. This new course would give students an alternate option for the PORT 398 requirement.

**Change 18 (ENV 484):** This course is designed to give BES/BES-NS students the opportunity to complete courses through a Directed Studies option.

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

N/A – the program outcomes remain the same.



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

No new consideration at the program level been given at this time. GDS 100/GEOG 109 and GDS 332 reflect Indigenous perspectives and case studies, and AGRI 220 discusses cultural values regarding certain plants in the landscape.

ENV 310 includes analysis and understanding of various Indigenous case studies that highlight teachings around two-eyed seeing, co-management relationships, and conflicts with and violations of Indigenous rights. These topics will be interwoven throughout the course, and explored through various activities and/or assignments such as within a reflective journal. The course will host at least one Indigenous leader and students will learn about perspectives, protocols, and principles (e.g., OCAP data governance), and also understand their professional obligations to UNDRIP and TRC.

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

No additional resources are needed.

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

These options provide increasing flexibility and accessibility, and they recognize the diversity of ways in which students may come into the program (e.g., transfer students). Certain course additions (e.g., MEDA and GD courses) help to keep the program modern as they reflect the current in-demand skills from within the environmental sector. It is expected that these changes could offer an increase in enrollment.

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.)

ENV 310 will be an alternative option to the PORT 398 requirement for BES and BES-NS students. We expect many students in the programs will choose ENV 310 instead of PORT 398 since ENV 310 is created especially for environmental professions. This course will be offered once a year and has a section weighting of one.

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.

The number of students from the BES/BES-NS who will take BUS 400 is anticipated to be quite small, given pre-requisites and the diversity of alternatives. Indeed, the number of students from BES/BES-NS who will take any one particular added course from external departments is anticipated to be minimal (i.e. less than 5 BES/BES-NS students enrolling in any listed added course).

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

No budgetary implications.

## Bachelor of Environmental Studies degree

### Program requirements

- 120 credits with a minimum cumulative grade point average (CGPA) of 2.00, of which 60 must be completed at UFV.
- 45 upper-level credits, of which 30 are completed at UFV.
- CGPA of 2.00 in all upper-level credits.

In addition, BES students complete courses in three streams:

1. Environmental core (24-30 credits)
2. Research, methods, and engagement core (20-23 credits)
3. Breadth requirements (28-31 credits)

The remaining credits required to meet the 120-credit requirement for degree completion may be chosen from among university-level courses in any discipline. Please check the **course descriptions** section of the calendar for details.

### Program outline

BES students are required to take the following:

#### Environmental core: 20–26 credits

| Course              | Title                                           | Credits      |
|---------------------|-------------------------------------------------|--------------|
| GEOG 111            | Environmental Issues and Strategies             | 3            |
| ENV 200             | Bioregional Communities                         | 4            |
| <del>GEOG 211</del> | <del>Environmental Science (discontinued)</del> | <del>3</del> |

|                             |                                                         |     |
|-----------------------------|---------------------------------------------------------|-----|
| <b>or</b> CMNS 257/GEOG 257 | Environment: Science and Communications                 |     |
| PHIL 318                    | Environmental Ethics                                    | 3   |
| PORT 398                    | Portfolio I: Bridging University and Career             | 3   |
| <a href="#">Or ENV 310</a>  | <a href="#">Leadership in Environmental Professions</a> |     |
| ENV 410                     | Environmental Seminar                                   | 4   |
| <b>One of:</b>              |                                                         | 0–6 |
| GEOG 412                    | Environmental Geography Practicum                       |     |
| COOP 120                    | Co-op Work Term Performance and Report II               |     |
| <b>or</b>                   | Demonstration of previous environmental work (see Note) |     |

Note: Demonstration of previous environmental work (paid or unpaid) corresponding to professional competency learning outcomes, subject to program chair review. See the [BES website](#) for more details.

**Research, methods, and engagement core: [19–2223-23](#) credits**

| Course   | Title                                          | Credits |
|----------|------------------------------------------------|---------|
| GEOG 253 | Introduction to Geographic Information Systems | 4       |

|                                     |                                                                                                         |     |
|-------------------------------------|---------------------------------------------------------------------------------------------------------|-----|
| <a href="#">Or GEOG 357/BIO 357</a> | <a href="#">Conservation GIS</a>                                                                        |     |
| PHIL 100                            | Reasoning: An Introduction to Critical Thinking                                                         | 3   |
| CMNS 125                            | Communicating Professionally to Academic and Workplace Audiences                                        | 3   |
| <b>or</b> ENGL 105                  | Academic Writing                                                                                        |     |
| <b>One of:</b> (see Note 1)         |                                                                                                         | 3–4 |
| STAT 104                            | Introductory Statistics                                                                                 |     |
| STAT 106                            | Statistics I                                                                                            |     |
| STAT 270/<br>MATH 270               | Introduction to Probability and Statistics                                                              |     |
| PSYC 110                            | Applied Statistical Analysis in Psychology                                                              |     |
| <b>Plus:</b>                        |                                                                                                         |     |
|                                     | One course from <a href="#">List 1C</a> (see Note 2): Professional and Research Skills (lower-level)    | 3–4 |
|                                     | One course from <a href="#">List 2B</a> (see Note 2): Professional and Research Skills II (upper-level) | 3–4 |

Note 1: Students are encouraged to complete their Statistics requirement within the first 30 credits (direct entry) or first year in the program (transfer students).

Note 2: Environmental careers are very diverse, with many requiring practical experience in communications and media, GIS, statistics, and others demanding graduate-level study. Because students will choose to pursue different pathways, they are encouraged to select the Professional and Research Skills course of greatest relevance to their goals.

**Breadth requirements: ~~34–38~~ 27–30 credits**

| Course                   | Title                                                             | Credits |
|--------------------------|-------------------------------------------------------------------|---------|
|                          | One course from <a href="#">List 1A</a> : Society and Culture     | 3–4     |
|                          | One course from <a href="#">List 1B</a> : Political Economy       | 3       |
| GEOG 103                 | The Physical Environment                                          | 4       |
| GEOG 201                 | Climate and People                                                | 4       |
| <b>or</b> GEOG 202       | Understanding Your Earth: Landforms and Processes                 |         |
| <b>One of:</b>           |                                                                   | 3       |
| AGRI 124                 | Introduction to Horticulture                                      |         |
| AGRI 163                 | Pest Biology and Identification                                   |         |
| AGRI 204                 | Introduction to Soils and Soil Fertility                          |         |
| <a href="#">AGRI 220</a> | <a href="#">Plants in the Landscape</a>                           |         |
| <a href="#">AGRI 237</a> | <a href="#">Intro to the Health and Nutrition of Farm Animals</a> |         |

|                          |                                                                               |     |
|--------------------------|-------------------------------------------------------------------------------|-----|
| <a href="#">AGRI 238</a> | <a href="#">Equine Production and Management</a>                              |     |
| <a href="#">AGRI 239</a> | <a href="#">Management and Production of Beef, Sheep, and Goats</a>           |     |
| <a href="#">AGRI 256</a> | <a href="#">Management and Production of Poultry and Swine</a>                |     |
| <b>One of:</b>           |                                                                               | 4   |
| BIO 106                  | Ecology from an Urban Perspective                                             |     |
| BIO 210                  | Introduction to Ecology                                                       |     |
| BIO 219/ GEOG 219        | Biogeography                                                                  |     |
| <b>Plus:</b>             |                                                                               |     |
| GEOG 331                 | Environmental Assessment and Management                                       | 4   |
|                          | Two courses from <a href="#">List 2A</a> : Society, Culture, and Economy      | 6–8 |
|                          | One course from <a href="#">List 2B</a> : Professional and Research Skills II | 3–4 |

**Elective courses**

Students will also complete 34–47 elective credits. A minimum of 45 upper-level credits are required to complete the degree.

**Thematic lists**

Some of the following courses have prerequisites. Please check the [course descriptions](#) section of the calendar for details.

**List 1A: Society and Culture**

| Course                         | Title                                         | Credits           |
|--------------------------------|-----------------------------------------------|-------------------|
| <a href="#">AH 270</a>         | <a href="#">Architecture and Nature</a>       | <a href="#">3</a> |
| ANTH 268                       | Culture and Environment                       | 3                 |
| ENGL 215                       | Creative Writing: Creative Non-fiction        | 3                 |
| <a href="#">GEOG 109/GD100</a> | <a href="#">A World of Development</a>        | <a href="#">3</a> |
| <a href="#">GEOG 130</a>       | <a href="#">Geography of Canada</a>           | <a href="#">3</a> |
| GEOG 140                       | Human Geography                               | 3                 |
| <a href="#">HIST 100E</a>      | <a href="#">Introduction to World History</a> | <a href="#">3</a> |
| IPK 102                        | Introduction to Indigenous Studies            | 3                 |
| MACS 130                       | Mass Communication in Canada                  | 3                 |
| MACS 210                       | History of Communication                      | 3                 |
| MACS 240                       | Media, Money, and Power                       | 3                 |
| SOC 247                        | Culture of Capitalism                         | 3                 |



|                   |                                              |   |
|-------------------|----------------------------------------------|---|
| SOC 260/ ANTH 260 | Food for Thought: Food, Culture, and Society | 3 |
| SOC 289           | Sociology of Animals in Western Society      | 3 |

**List 1B: Political Economy**

| Course             | Title                        | Credits |
|--------------------|------------------------------|---------|
| ECON 100           | Principles of Microeconomics | 3       |
| ECON 101           | Principles of Macroeconomics | 3       |
| ECON 242/ GEOG 242 | Economic Geography           | 3       |

**List 1C: Professional and Research Skills**

| Course   | Title                                       | Credits |
|----------|---------------------------------------------|---------|
| AGRI 247 | Enterprise Project: Part I                  | 3       |
| BUS 204  | Introduction to Non-Profit Management       | 3       |
| CIS 145  | Web Publishing                              | 3       |
| CMNS 180 | Introduction to Intercultural Communication | 3       |
| CMNS 235 | Public Speaking                             | 3       |

|                                |                                                |                          |
|--------------------------------|------------------------------------------------|--------------------------|
| CMNS 251                       | Professional Report Writing                    | 3                        |
| COMP 120                       | Computing for the Sciences                     | 3                        |
| <a href="#"><u>GD 157</u></a>  | <a href="#"><u>Digital Design Media I</u></a>  | <a href="#"><u>3</u></a> |
| <a href="#"><u>GD 159</u></a>  | <a href="#"><u>Digital Design Media II</u></a> | <a href="#"><u>3</u></a> |
| <a href="#"><u>GD 202</u></a>  | <a href="#"><u>Interactive Design I</u></a>    | <a href="#"><u>3</u></a> |
| GEOG 252                       | Explanation in Geography: Quantitative Methods | 4                        |
| PSYC 202                       | Research Methods in Psychology                 | 4                        |
| SOC 255/ ANTH 255/<br>MACS 255 | Introduction to Social Research                | 3                        |
| VA 180                         | Digital Photography                            | 3                        |
| VA 271                         | Image, Sound, and Performance Art I            | 3                        |

**List 2A: Society, Culture, and Economy**

| Course                         | Title                                                    | Credits                  |
|--------------------------------|----------------------------------------------------------|--------------------------|
| AGRI 371                       | Sustainable Holistic Agriculture: Planning and Practices | 3                        |
| <a href="#"><u>BUS 400</u></a> | <a href="#"><u>Business and Society</u></a>              | <a href="#"><u>3</u></a> |

|                         |                                                                              |                   |
|-------------------------|------------------------------------------------------------------------------|-------------------|
| ECON 352                | Technological Progress and Economic Growth                                   | 3                 |
| ECON 361/<br>GEOG 361   | Environmental Economics                                                      | 3                 |
| <a href="#">ENV 330</a> | <a href="#">Sustainable Fashion</a>                                          | <a href="#">4</a> |
| <a href="#">GDS 332</a> | <a href="#">Refugees, Displacement, and Development</a>                      | <a href="#">4</a> |
| GEOG 311                | Global Resources and Environment                                             | 4                 |
| GEOG 312                | Political Ecology                                                            | 4                 |
| GEOG 314                | Geography of Food                                                            | 4                 |
| GEOG 340/ GDS<br>340    | Geographies of Poverty and Development                                       | 4                 |
| GEOG 360                | Introduction to Regional and Community Planning                              | 4                 |
| GEOG 364                | International Planning and Development Policy:<br>Adapting to Climate Change | 4                 |
| IPK 386                 | Indigenous Worldviews of Turtle Island                                       | 3                 |
| IPK 401                 | Indigenous Worldviews and Spirituality                                       | 4                 |
| PHIL 412                | Corporations, Globalization, and Ethics (formerly PHIL<br>312)               | 3                 |

|                   |                                                                    |   |
|-------------------|--------------------------------------------------------------------|---|
| PSYC 364          | Environmental Psychology                                           | 3 |
| RLST 380          | Religion, Nature, and Science                                      | 3 |
| SOC 346           | Environmental Justice                                              | 4 |
| SOC 348           | Social Movements                                                   | 4 |
| SOC 360/ ANTH 360 | Eating and Thinking: Food, Identity, and Power in Global Societies | 4 |
| SOC 368/ ANTH 368 | Environment and Society (formerly SOC 468/ANTH 468)                | 4 |

**List 2B: Professional and Research Skills II**

| <b>Course</b> | <b>Title</b>                                | <b>Credits</b> |
|---------------|---------------------------------------------|----------------|
| CMNS 312      | Public Relations Campaigns                  | 3              |
| CMNS 325      | Writing for the Sciences and Technologies   | 3              |
| CMNS 335      | Advanced Public Speaking                    | 4              |
| CMNS 360      | Advocacy Writing                            | 3              |
| CMNS 375      | Understanding Design for Print Publications | 3              |
| CMNS 380      | The Cross-Generational Workplace            | 3              |

|                               |                                                                          |          |
|-------------------------------|--------------------------------------------------------------------------|----------|
| CMNS 465                      | Grant and Proposal Writing                                               | 3        |
| CMNS 480/ MACS 480            | Crisis Communications                                                    | 4        |
| ENGL 373/ JRNL 373            | Creative Writing: Advanced Creative Non-Fiction                          | 4        |
| GEOG 353                      | GIS Applications                                                         | 4        |
| GEOG 453                      | Remote Sensing of the Environment                                        | 4        |
| GEOG 454                      | Geospatial Data Analysis and Modeling                                    | 4        |
| IPK 344/ ANTH 344/<br>SOC 344 | Indigenous Research Methodologies (formerly IPK<br>444/ANTH 444/SOC 444) | 4        |
| JRNL 300/ CMNS 300            | Introduction to the Practice of Journalism                               | 3        |
| JRNL 301/ CMNS 301            | Advanced Practice of Journalism                                          | 4        |
| <u>MEDA 469</u>               | <u>Design Thinking for Creative Leadership</u>                           | <u>3</u> |
| PHIL 305                      | Philosophy of Decision Making and Dispute<br>Resolution                  | 3        |
| PHIL 310                      | Ethics and Public Policy                                                 | 3        |
| SOC 313/ GEOG 313             | Agriculture and Rural Life                                               | 4        |
| SOC 352/ POSC 352             | Public Policy Analysis                                                   | 4        |

|                                |                                        |          |
|--------------------------------|----------------------------------------|----------|
| SOC 353                        | Program Evaluation                     | 4        |
| SOC 355/ ANTH 355/<br>MACS 355 | Quantitative Research Methods          | 4        |
| SOC 356/ ANTH 356/<br>MACS 356 | Qualitative Research Methods           | 4        |
| SOC 357                        | Advanced Research Methods              | 4        |
| SOC 358                        | Advanced Research on a Selected Topic  | 4        |
| SOC 475                        | Communities, Difference, and Belonging | 4        |
| <u>STAT 307</u>                | <u>Data Visualization</u>              | <u>3</u> |
| STAT 315                       | Applied Regression Analysis            | 3        |
| STAT 330                       | Design of Experiments                  | 3        |
| STAT 350                       | Survey Sampling                        | 3        |
| VA 365/FILM<br>365/JRNL 365    | Documentary Video Storytelling         | 3        |
| VA 371                         | New Media III: Interactive Art         | 3        |
| VA 372                         | New Media IV: Project in New Media     | 3        |

|        |                         |   |
|--------|-------------------------|---|
| VA 390 | Community Arts Practice | 3 |
|--------|-------------------------|---|

**List 2C: Sciences II**

| <b>Course</b>     | <b>Title</b>                                             | <b>Credits</b> |
|-------------------|----------------------------------------------------------|----------------|
| AGRI 311          | Sustainable Soil Management                              | 3              |
| AGRI 321          | Vegetable Crop Production: Science and Practice          | 3              |
| AGRI 323          | Fruit Crop Production: Science and Practice              | 3              |
| AGRI 324          | Greenhouse Production: Science and Practice              | 3              |
| AGRI 327          | Nursery Production and Propagation: Science and Practice | 3              |
| AGRI 328          | Forage Crop Production: Science and Practice             | 3              |
| AGRI 331          | Dairy Production and Management: Science and Practice    | 3              |
| BIO 310           | Conservation Biology                                     | 3              |
| BIO 330           | Plants and Animals of British Columbia                   | 4              |
| BIO 335/ GEOG 335 | Methods in Freshwater Ecology                            | 4              |
| BIO 370           | Introduction to Mycology                                 | 4              |

|                   |                                                                      |   |
|-------------------|----------------------------------------------------------------------|---|
| BIO 408E          | Directed Studies in Biology I                                        | 3 |
| BIO 409E          | Directed Studies in Biology II                                       | 6 |
| BIO 410/ GEOG 410 | Plant Ecology                                                        | 4 |
| BIO 421E          | Special Topics in Applied Biology— <del>Clayoquot Field School</del> | 4 |
| BIO 426           | Environmental Microbiology                                           | 4 |
| BIO 430           | Forest Ecology                                                       | 3 |
| BIO 497           | Topical Biology Seminar                                              | 1 |
| GEOG 302          | River Geomorphology                                                  | 4 |
| GEOG 303          | Environmental Hydrology                                              | 4 |
| GEOG 304          | Coasts and Climate Change                                            | 4 |
| GEOG 307          | Urban Climatology                                                    | 4 |
| GEOG 308          | Climate Change and Variability                                       | 4 |
| GEOG 315          | Soilscales                                                           | 4 |
| GEOG 318          | Water Resources Management                                           | 4 |



|                   |                                      |   |
|-------------------|--------------------------------------|---|
| GEOG 319/ BIO 319 | Swamps and Bogs                      | 4 |
| GEOG 402          | Quaternary Geology and Geomorphology | 4 |
| GEOG 419/ BIO 419 | Paleoecology                         | 4 |
| IPK 477/BIO 477   | Traditional Ecological Knowledges    | 4 |

Note 1: No more than four credits may be in Directed Studies/Directed Readings courses (ENV 484).

## Co-operative Education option

Students in the Bachelor of Environmental Studies degree program are strongly encouraged to apply for Co-operative Education. Co-operative Education is common to most Environmental Studies programs. The Co-operative Education option provides students with the opportunity to acquire paid, career-related work experience in conjunction with their studies in the Bachelor of Environmental Studies program. Co-operative Education experiences can be used to meet the program's professional competency requirement. See the [Co-operative Education](#) section for more details.

### Minors in Other Programs

Students completing requirements for the Bachelor of Environmental Studies may combine this with the requirements for any of the existing minors or extended minors offered at UFV, with the exception of Biology, Geography, or Physical Geography. In such cases, the transcript will specify both the BES and extended minor or minor program completed.

In order to complete the degree in a timely fashion, students wishing to combine the BES degree with any minor and/or extended minor (except Biology, Geography, or Physical Geography) must seek approval of the appropriate program advisors. Students should be aware that if they choose to fulfill the requirements of both the degree and a minor or extended minor, they will most likely need to complete more than 120 credits in order to meet all requirements

and will need to meet the graduation/program requirements for both the degree and the selected minor or extended minor.

### **Program requirements**

All students are required to complete a minimum of 120 credits, to include a minimum of 45 upper-level (300- or 400-level) credits.

## Bachelor of Environmental Studies (Natural Sciences) degree

### Program outline

BES (Natural Sciences) students are required to take the following:

### Environmental core: 24–30 credits

| Course                     | Title                                                   | Credits |
|----------------------------|---------------------------------------------------------|---------|
| GEOG 111                   | Environmental Issues and Strategies                     | 3       |
| ENV 200                    | Bioregional Communities                                 | 4       |
| CMNS 257/GEOG 257          | Environment: Science and Communications                 | 3       |
| GEOG 331                   | Environmental Assessment and Management                 | 4       |
| PHIL 318                   | Environmental Ethics                                    | 3       |
| PORT 398                   | Portfolio I: Bridging University and Career             | 3       |
| <a href="#">Or ENV 310</a> | <a href="#">Leadership in environmental Professions</a> |         |
| ENV 410                    | Environmental Seminar                                   | 4       |
| <b>One of:</b>             |                                                         | 0–6     |
| GEOG 412                   | Environmental Geography Practicum                       |         |
| COOP 120                   | Co-op Work Term Performance and Report II               |         |

|           |                                                         |  |
|-----------|---------------------------------------------------------|--|
| <b>or</b> | Demonstration of previous environmental work (see Note) |  |
|-----------|---------------------------------------------------------|--|

Note: Demonstration of previous environmental work (paid or unpaid) corresponding to professional competency learning outcomes, subject to program chair review. See the [BES website](#) for more details.

**Research, methods, and engagement core: 23–26 credits**

| Course                      | Title                                                            | Credits |
|-----------------------------|------------------------------------------------------------------|---------|
| GEOG 253                    | Introduction to Geographic Information Systems                   | 4       |
| GEOG 353                    | GIS Applications                                                 | 4       |
| <u>Or GEOG 357</u>          | <u>Conservation GIS</u>                                          |         |
| PHIL 100                    | Reasoning: An Introduction to Critical Thinking                  | 3       |
| CMNS 125                    | Communicating Professionally to Academic and Workplace Audiences | 3       |
| <b>or</b> ENGL 105          | Academic Writing                                                 |         |
| <b>One of:</b> (see Note 1) |                                                                  | 3–4     |
| STAT 104                    | Introductory Statistics                                          |         |
| STAT 106                    | Statistics I                                                     |         |
| STAT 270/ MATH 270          | Introduction to Probability and Statistics                       |         |

|              |                                                                                                         |     |
|--------------|---------------------------------------------------------------------------------------------------------|-----|
| PSYC 110     | Applied Statistical Analysis in Psychology                                                              |     |
| <b>Plus:</b> |                                                                                                         |     |
|              | One course from <a href="#">List 1C</a> (see Note 2): Professional and Research Skills (lower-level)    | 3–4 |
|              | One course from <a href="#">List 2B</a> (see Note 2): Professional and Research Skills II (upper-level) | 3–4 |

Note 1: Students are encouraged to complete their Statistics requirement within the first 30 credits (direct entry) or first year in the program (transfer students).

Note 2: Environmental careers are very diverse, with many requiring practical experience in communications and media, GIS, statistics, and others demanding graduate-level study. Because students will choose to pursue different pathways, they are encouraged to select the Professional and Research Skills course of greatest relevance to their goals.

**Breadth requirements: 53–61 credits**

| Course  | Title                                                         | Credits |
|---------|---------------------------------------------------------------|---------|
|         | One course from <a href="#">List 1A</a> : Society and Culture | 3–4     |
|         | One course from <a href="#">List 1B</a> : Political Economy   | 3       |
| BIO 111 | Introductory Biology I                                        | 5       |
| BIO 112 | Introductory Biology II                                       | 5       |
| BIO 210 | Introduction to Ecology                                       | 4       |

|                                 |                                                                            |     |
|---------------------------------|----------------------------------------------------------------------------|-----|
| <b>or</b> BIO 219/ GEOG 219     | Biogeography                                                               |     |
| CHEM 110                        | Introductory Chemistry (see Note 1)                                        | 4-5 |
| <b>or</b> CHEM 113              | Principles of Chemistry I (see Note 1)                                     |     |
| GEOG 103                        | The Physical Environment                                                   | 4   |
| GEOG 201                        | Climate and People                                                         | 4   |
| <b>or</b> GEOG 202              | Understanding Your Earth: Landforms and Processes                          |     |
| <b>One of:</b>                  |                                                                            | 3   |
| AGRI 124                        | Introduction to Horticulture                                               |     |
| AGRI 163                        | Pest Biology and Identification                                            |     |
| AGRI 204                        | Introduction to Soils and Soil Fertility                                   |     |
| <a href="#"><u>AGRI 220</u></a> | <a href="#"><u>Plants in the Landscape</u></a>                             |     |
| <a href="#"><u>AGRI 237</u></a> | <a href="#"><u>Intro to the Health and Nutrition of Farm Animals</u></a>   |     |
| <a href="#"><u>AGRI 238</u></a> | <a href="#"><u>Equine Production and Management</u></a>                    |     |
| <a href="#"><u>AGRI 239</u></a> | <a href="#"><u>Management and Production of Beef, Sheep, and Goats</u></a> |     |

|                          |                                                                          |       |
|--------------------------|--------------------------------------------------------------------------|-------|
| <a href="#">AGRI 256</a> | <a href="#">Management and Production of Poultry and Swine</a>           |       |
| <b>Plus:</b>             |                                                                          |       |
|                          | One courses from <a href="#">List 2A</a> : Society, Culture, and Economy | 3–4   |
|                          | Five courses from <a href="#">List 2C</a> : Sciences II (see Note 2)     | 15-20 |

Note 1: Students wishing to complete additional courses in Chemistry will be required to take CHEM 113 and CHEM 114. Please see calendar for prerequisites for CHEM 113. Courses in 200-level Chemistry and above are highly recommended for students continuing on into Environmental Science employment and graduate school.

Note 2: Students wishing to apply for the Professional Agrologist (P.Ag.) designation will need to take courses from this list that fits the [B.C. Institute of Agrologists'](#) definition of "agrology". These students are also encouraged to complete a sixth course from List 2C, including one or more upper-level AGRI courses.

### Elective courses

Students will also complete 7–24 elective credits. A minimum of 45 upper-level credits are required to complete the degree.

### Thematic lists

Some of the following courses have prerequisites. Please check the [course descriptions](#) section of the calendar for details.

#### List 1A: Society and Culture

| Course                 | Title                                   | Credits           |
|------------------------|-----------------------------------------|-------------------|
| <a href="#">AH 270</a> | <a href="#">Architecture and Nature</a> | <a href="#">3</a> |
| ANTH 268               | Culture and Environment                 | 3                 |

|                        |                                                                   |          |
|------------------------|-------------------------------------------------------------------|----------|
| ENGL 215               | Creative Writing: Creative Non- <del>fiction</del> <u>fiction</u> | 3        |
| <u>GEOG 109/GD 100</u> | <u>A World of Development</u>                                     | <u>3</u> |
| GEOG 140               | Human Geography                                                   | 3        |
| IPK 102                | Introduction to Indigenous Studies                                | 3        |
| MACS 130               | Mass Communication in Canada                                      | 3        |
| MACS 210               | History of Communication                                          | 3        |
| MACS 240               | Media, Money, and Power                                           | 3        |
| SOC 247                | Culture of Capitalism                                             | 3        |
| SOC 260/ ANTH 260      | Food for Thought: Food, Culture, and Society                      | 3        |
| SOC 289                | Sociology of Animals in Western Society                           | 3        |

**List 1B: Political Economy**

| Course   | Title                        | Credits |
|----------|------------------------------|---------|
| ECON 100 | Principles of Microeconomics | 3       |
| ECON 101 | Principles of Macroeconomics | 3       |



|                    |                    |   |
|--------------------|--------------------|---|
| ECON 242/ GEOG 242 | Economic Geography | 3 |
|--------------------|--------------------|---|

**List 1C: Professional and Research Skills**

| Course                        | Title                                          | Credits                  |
|-------------------------------|------------------------------------------------|--------------------------|
| AGRI 247                      | Enterprise Project: Part I                     | 3                        |
| BUS 204                       | Introduction to Non-Profit Management          | 3                        |
| CHEM 241                      | Analytical Chemistry                           | 4                        |
| CIS 145                       | Web Publishing                                 | 3                        |
| CMNS 180                      | Introduction to Intercultural Communication    | 3                        |
| CMNS 235                      | Public Speaking                                | 3                        |
| CMNS 251                      | Professional Report Writing                    | 3                        |
| COMP 120                      | Computing for the Sciences                     | 3                        |
| <a href="#"><u>GD 157</u></a> | <a href="#"><u>Digital Design Media I</u></a>  | <a href="#"><u>3</u></a> |
| <a href="#"><u>GD 159</u></a> | <a href="#"><u>Digital Design Media II</u></a> | <a href="#"><u>3</u></a> |
| <a href="#"><u>GD 202</u></a> | <a href="#"><u>Interactive Design I</u></a>    | <a href="#"><u>3</u></a> |

|                                |                                                |   |
|--------------------------------|------------------------------------------------|---|
| GEOG 252                       | Explanation in Geography: Quantitative Methods | 4 |
| MATH 111                       | Calculus I                                     | 4 |
| MATH 112                       | Calculus II                                    | 4 |
| MATH 118                       | Calculus II for Life Sciences                  | 4 |
| PSYC 202                       | Research Methods in Psychology                 | 4 |
| SOC 255/ ANTH 255/<br>MACS 255 | Introduction to Social Research                | 3 |
| VA 180                         | Digital Photography                            | 3 |
| VA 271                         | Image, Sound, and Performance Art I            | 3 |

**List 2A: Society, Culture, and Economy**

| Course                  | Title                                                    | Credits           |
|-------------------------|----------------------------------------------------------|-------------------|
| AGRI 371                | Sustainable Holistic Agriculture: Planning and Practices | 3                 |
| <a href="#">BUS 400</a> | <a href="#">Business and Society</a>                     | <a href="#">3</a> |
| ECON 352                | Technological Progress and Economic Growth               | 3                 |
| ECON 361/ GEOG 361      | Environmental Economics                                  | 3                 |

|                         |                                                                              |                   |
|-------------------------|------------------------------------------------------------------------------|-------------------|
| <a href="#">GDS 332</a> | <a href="#">Refugees, Displacement, and Development</a>                      | <a href="#">4</a> |
| GEOG 311                | Global Resources and Environment                                             | 4                 |
| GEOG 312                | Political Ecology                                                            | 4                 |
| GEOG 314                | Geography of Food                                                            | 4                 |
| GEOG 340/ GDS 340       | Geographies of Poverty and Development                                       | 4                 |
| GEOG 360                | Introduction to Regional and Community Planning                              | 4                 |
| GEOG 364                | International Planning and Development Policy:<br>Adapting to Climate Change | 4                 |
| IDS 300F                | Interdisciplinary Studies III: Planting Reconciliation                       | 3                 |
| IPK 386                 | Indigenous Worldviews of Turtle Island                                       | 3                 |
| IPK 401                 | Indigenous Worldviews and Spirituality                                       | 4                 |
| PHIL 412                | Corporations, Globalization, and Ethics (formerly PHIL 312)                  | 3                 |
| PSYC 364                | Environmental Psychology                                                     | 3                 |
| RLST 380                | Religion, Nature, and Science                                                | 3                 |
| SOC 346                 | Environmental Justice                                                        | 4                 |

|                   |                                                                    |   |
|-------------------|--------------------------------------------------------------------|---|
| SOC 348           | Social Movements                                                   | 4 |
| SOC 360/ ANTH 360 | Eating and Thinking: Food, Identity, and Power in Global Societies | 4 |
| SOC 368/ ANTH 368 | Environment and Society (formerly SOC 468/ANTH 468)                | 4 |

**List 2B: Professional and Research Skills II**

| <b>Course</b>      | <b>Title</b>                                | <b>Credits</b> |
|--------------------|---------------------------------------------|----------------|
| CMNS 300/ JRNL 300 | Introduction to the Practice of Journalism  | 3              |
| CMNS 301/ JRNL 301 | Advanced Practice of Journalism             | 4              |
| CMNS 312           | Public Relations Campaigns                  | 3              |
| CMNS 325           | Writing for the Sciences and Technologies   | 3              |
| CMNS 335           | Advanced Public Speaking                    | 4              |
| CMNS 360           | Advocacy Writing                            | 3              |
| CMNS 375           | Understanding Design for Print Publications | 3              |
| CMNS 380           | The Cross-Generational Workplace            | 3              |
| CMNS 465           | Grant and Proposal Writing                  | 3              |

|                               |                                                                       |                   |
|-------------------------------|-----------------------------------------------------------------------|-------------------|
| CMNS 480/ MACS 480            | Crisis Communications                                                 | 4                 |
| ENGL 373/ JRNL 373            | Creative Writing: Advanced Creative Non-Fiction                       | 4                 |
| <a href="#">GEOG 353</a>      | <a href="#">GIS Applications</a>                                      | <a href="#">4</a> |
| GEOG 357/ BIO 357             | Conservation GIS                                                      | 4                 |
| GEOG 453                      | Remote Sensing of the Environment                                     | 4                 |
| GEOG 454                      | Geospatial Data Analysis and Modeling                                 | 4                 |
| IPK 344/ ANTH 344/<br>SOC 344 | Indigenous Research Methodologies (formerly IPK 444/ANTH 444/SOC 444) | 4                 |
| <a href="#">MEDA 469</a>      | <a href="#">Design Thinking for Creative Leadership</a>               | <a href="#">3</a> |
| PHIL 305                      | Philosophy of Decision Making and Dispute Resolution                  | 3                 |
| PHIL 310                      | Ethics and Public Policy                                              | 3                 |
| SOC 313/ GEOG 313             | Agriculture and Rural Life                                            | 4                 |
| SOC 352/ POSC 352             | Public Policy Analysis                                                | 4                 |
| SOC 353                       | Program Evaluation                                                    | 4                 |

|                                |                                        |                   |
|--------------------------------|----------------------------------------|-------------------|
| SOC 355/ ANTH 355/<br>MACS 355 | Quantitative Research Methods          | 4                 |
| SOC 356/ ANTH 356/<br>MACS 356 | Qualitative Research Methods           | 4                 |
| SOC 357                        | Advanced Research Methods              | 4                 |
| SOC 358                        | Advanced Research on a Selected Topic  | 4                 |
| SOC 475                        | Communities, Difference, and Belonging | 4                 |
| <a href="#">STAT 307</a>       | <a href="#">Data Visualization</a>     | <a href="#">3</a> |
| STAT 315                       | Applied Regression Analysis            | 3                 |
| STAT 330                       | Design of Experiments                  | 3                 |
| STAT 350                       | Survey Sampling                        | 3                 |
| VA 365/ FILM 365/<br>JRNL 365  | Documentary Video Storytelling         | 3                 |
| VA 371                         | New Media III: Interactive Art         | 3                 |
| VA 372                         | New Media IV: Project in New Media     | 3                 |
| VA 390                         | Community Arts Practice                | 3                 |

**List 2C: Sciences II**

| <b>Course</b>     | <b>Title</b>                                             | <b>Credits</b> |
|-------------------|----------------------------------------------------------|----------------|
| AGRI 311          | Sustainable Soil Management                              | 3              |
| AGRI 321          | Vegetable Crop Production: Science and Practice          | 3              |
| AGRI 323          | Fruit Crop Production: Science and Practice              | 3              |
| AGRI 324          | Greenhouse Production: Science and Practice              | 3              |
| AGRI 327          | Nursery Production and Propagation: Science and Practice | 3              |
| AGRI 328          | Forage Crop Production: Science and Practice             | 3              |
| AGRI 331          | Dairy Production and Management: Science and Practice    | 3              |
| BIO 310           | Conservation Biology                                     | 3              |
| BIO 330           | Plants and Animals of British Columbia                   | 4              |
| BIO 335/ GEOG 335 | Methods in Freshwater Ecology                            | 4              |
| BIO 340           | Population and Community Ecology                         | 4              |
| BIO 360           | Insect Biology                                           | 4              |

|                   |                                            |   |
|-------------------|--------------------------------------------|---|
| BIO 370           | Introduction to Mycology                   | 4 |
| BIO 380           | Ornithology                                | 4 |
| BIO 410/ GEOG 410 | Plant Ecology                              | 4 |
| BIO 426           | Environmental Microbiology                 | 4 |
| BIO 430           | Forest Ecology                             | 3 |
| CHEM 311          | Intermediate Organic Chemistry I           | 4 |
| CHEM 312          | Intermediate Organic Chemistry II          | 4 |
| CHEM 341          | Instrumental Analysis/Applied Spectroscopy | 4 |
| CHEM 412          | Special Topics in Chemistry                | 3 |
| GEOG 302          | River Geomorphology                        | 4 |
| GEOG 303          | Environmental Hydrology                    | 4 |
| GEOG 304          | Coasts and Climate Change                  | 4 |
| GEOG 307          | Urban Climatology                          | 4 |
| GEOG 308          | Climate Change and Variability             | 4 |



|                                                                                                                                                                                                     |                                      |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|---|
| GEOG 315                                                                                                                                                                                            | Soilscales                           | 4 |
| GEOG 318                                                                                                                                                                                            | Water Resources Management           | 4 |
| GEOG 319/ BIO 319                                                                                                                                                                                   | Swamps and Bogs                      | 4 |
| GEOG 402                                                                                                                                                                                            | Quaternary Geology and Geomorphology | 4 |
| GEOG 419/ BIO 419                                                                                                                                                                                   | Paleoecology                         | 4 |
| IPK 477/BIO 477                                                                                                                                                                                     | Traditional Ecological Knowledges    | 4 |
| Any BIO or GEOG special topics course, directed studies, or field course designated with an environmental science focus (contact the Biology department or Geography program for more information). |                                      |   |

Note 1: No more than four credits may be in Directed Studies/Directed Readings courses (ENV 484)

## Environmental Studies minor

### Upper-level requirements: 15-20 credits

| Course                                                          | Title                                                                                                                                                                                                                                                                                                                                                                              | Credits |
|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>One of:</b>                                                  |                                                                                                                                                                                                                                                                                                                                                                                    | 3-4     |
| ENV 410                                                         | Environmental Seminar                                                                                                                                                                                                                                                                                                                                                              |         |
| IPK 386                                                         | Indigenous Worldviews of Turtle Island                                                                                                                                                                                                                                                                                                                                             |         |
| PHIL 318                                                        | Environmental Ethics                                                                                                                                                                                                                                                                                                                                                               |         |
| <b>Four courses from the following two streams</b> (see Note 1) |                                                                                                                                                                                                                                                                                                                                                                                    | 12-16   |
| Society, Culture, and Environment                               | AGRI 371, ANTH 360/SOC 360, ANTH 368/SOC 368, <a href="#">BUS 400</a> , ECON 352, ECON 361, ENV 410, GEOG 311, GEOG 312, GEOG 314, GEOG 331, GEOG 340/GDS 340, GEOG 360, GEOG 364, IPK 386, IPK 401, PHIL 318, PHIL 412, PSYC 364, RLST 380, SOC 346, or SOC 348 (see Note 2)                                                                                                      |         |
| Sciences II                                                     | AGRI 311, AGRI 321, AGRI 323, AGRI 324, AGRI 327, AGRI 328, AGRI 331, BIO 310, BIO 330, BIO 335/GEOG 335, BIO 370, BIO 408, BIO 409, BIO 410/GEOG 410, BIO 421, BIO 426, BIO 430, BIO 497 (discontinued), <a href="#">GDS 332</a> , GEOG 302, GEOG 303, GEOG 304, GEOG 307, GEOG 308, GEOG 315, GEOG 319/BIO 319, GEOG 357/BIO 357, GEOG 402, GEOG 419/BIO 419, or IPK 477/BIO 477 |         |

Note 1: Students can choose courses from both streams or select all four courses from a single stream.

Note 2: Students can only use a course once to meet a program requirement.

[Note 3: No more than four credits may be in Directed Studies/Directed Readings courses \(ENV 484\).](#)

**Memo for Course Changes**

To: CACC, UEC

From: Heather Davis-Fisch School of Creative Arts

Date: November 29, 2021

**Subject: Proposal for revision of FILM 110**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

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: FILM 110 is being updated to contribute to the BMA Film Concentration Learning Outcomes and as part of curriculum changes to Film studies courses. The scope of course content now explicitly identifies that the course will cover examples from non-western and Indigenous film, as well as examples from non-narrative film.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): Changes to learning outcomes are not substantial in relation to ILOs or program learning outcomes
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No.
5. Which program areas have been consulted about the change(s)? Art History, Media Arts, Theatre, Visual Arts, MACS
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). The course now includes explicit requirement to include examples of Indigenous film, both in the calendar

description and in learning outcomes. Specific attention will be paid to examples of Indigenous film created in the lands now known as Canada, in order to meet learning outcome of “Discuss features of the film industry in Canada, with reference to Indigenous film production.” In addition, the revisions to learning outcomes decenter Hollywood/mainstream North American film and explicitly require students engage with the narrative, form, style, and genres of film examples on their own terms.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? The course requires instructors include examples from non-western films and to address narrative forms, styles, and genres from outside the western canon.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. NA
9. Estimate of the typical costs for this course, including textbooks and other materials: \$125



ORIGINAL COURSE IMPLEMENTATION DATE: January 1981  
 REVISED COURSE IMPLEMENTATION DATE: September 2022  
 COURSE TO BE REVIEWED (six years after UEC approval): February 2028  
 Course outline form version: 09/08/2021

## 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> FILM 110                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Introduction to Film Studies                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Introduces the principles of film as an art form and provides an overview of the social, aesthetic, and technical development of motion pictures. A primary focus is the development of analytical skills. Students view films representing a range of genres, styles, and forms, including narrative and non-narrative, alternative/independent, and Indigenous film. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                        |           | None. Note: As of January 2023, prerequisites will change to one of: (C+ or better in one of English Studies 12, English First Peoples 12, English 12, or English Literature 12), CPT score of 48 or better, or evidence of any test score or course grade listed under the Degree/diploma-level English language proficiency standards in the UFV academic calendar at <a href="http://www.ufv.ca/calendar/current/General/EnglishProficiency.htm">www.ufv.ca/calendar/current/General/EnglishProficiency.htm</a> . |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>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>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>36</b>                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                      |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                        | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                     | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                            |           | <b>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>[click to select]</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> November 29, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> December 17, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> February 25, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Analyze the narrative structure, form, and style in diverse examples of films.
2. Explain how film production is related to cultural, social, and technological developments.
3. Use terminology related to film production.
4. Identify the characteristics of diverse film styles, genres, and forms.
5. Analyze the film industry in Canada, with reference to Indigenous filmmaking.
6. Explain how Indigenous filmmakers use filmmaking as a medium to convey ways of knowing and being in the world.
7. Apply critical approaches, including decolonizing and Indigenizing perspectives, to the analysis of film.
8. Research cinematic topics for written essay.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

|              |     |               |     |             |     |
|--------------|-----|---------------|-----|-------------|-----|
| Assignments: | 60% | Midterm exam: | 20% | Final exam: | 20% |
|              | %   |               | %   |             | %   |

**Details:**

Assignments include written essay (20%), written film analysis (3 x 10%), and participation/engagement in class discussion (10%)

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

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

| Type               | Author or description                        | Title and publication/access details                                                      | Year |
|--------------------|----------------------------------------------|-------------------------------------------------------------------------------------------|------|
| 1. Textbook        | Giannetti, L. & Leach, J.                    | Understanding Movies. (5th Canadian edition). Toronto: Pearson Education Canada Inc.      | 2010 |
| 2. Textbook        | Corrigan, Timothy                            | A Short Guide to Writing About Film (7th edition). Toronto: Pearson Education Canada Inc. | 2010 |
| 3. Online resource | Films selected from APTN and NFB collections |                                                                                           |      |
| 4.                 |                                              |                                                                                           |      |
| 5.                 |                                              |                                                                                           |      |

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

**Course Content and Topics**

Film technology, techniques, and terminology  
 Narrative forms  
 Mise en scène  
 Cinematography  
 Sound design  
 Editing  
 Social context and film styles  
 Decolonizing perspectives  
 Film genres  
 Film industry

**Memo for New Course**

To: CACC, UEC

From: Heather Davis-Fisch, SoCA Director

Date: November 29, 2021

**Subject: Proposal for new course FILM 211: Film in a Global Age**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

1. Rationale for new course, including how this course fits into the program(s): This course has been developed to meet learning outcomes in the BMA, Film concentration, to provide students with global breadth and with an introduction to how theories of globalization, post-colonialism, and interculturalism can be brought to bear on film analysis
2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

The course learning outcomes of Identify key concepts and theories about globalization and transnational media; Recognize film's representational strategies to communicate across and within cultures; Identify power and location in intercultural interactions; Compare key attributes of examples of global film and global film production models align with the following Film concentration learning outcomes: Contextualize film in relation to multiple historical, social, theoretical, and aesthetic developments; Analyze diverse examples of film by applying film theory and critical theory

3. 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
4. Which program areas have been consulted about the course? All SoCA areas, MACS
5. If a new discipline designation is required, explain why: NA
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

Indigenous ways of knowing and being are recognized and woven into instructional practices that are inherent in film studies, which is holistic, relational, and contextual. Visual culture and communication form the core of film's material, and students explore these from multiple perspectives that develop appreciation of and respect for cultural contexts, and require personal, reflective, and relational consideration as tools for understanding. Elements of story-telling, embodied/experiential learning, and talking circles are infused in instructional methods.

1. The course content will address examples of both global and local Indigenous film and the relationship between film content and film production methods, in order to address the learning outcome: "Discuss key features of Indigenous films and Indigenous film production, drawing on

both global and local examples.” In this course, instructors can meet the learning outcome “outline how films created by historically marginalized groups respond to global changes” by including examples of and discussion of Indigenous film. The course outcomes also explicitly require instructors to address questions of power and location in intercultural interactions, which could be met through discussions of colonization, decolonization, and Indigenous-settler contact. Finally, instructors can include examples of films representing local (Coast Salish) experiences and discussion of Indigenous participation in BC’s film industry as a way to meet the final learning outcome.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

The course learning outcomes foreground questions of power and privilege/marginalization in relation to global film production. In order to meet learning outcomes, instructors will need to select films that represent the perspectives of historically marginalized groups and need to address issues of power in intercultural interaction. Instructors may meet these outcomes through topics/film examples, discussion prompts, questions for students to address in response papers, and through supplemental readings that draw out questions of EDI in relation to film representation.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.: NA
9. Estimate of the typical costs for this course, including textbooks and other materials: \$125





ORIGINAL COURSE IMPLEMENTATION DATE: September 2022  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): February 2028  
 Course outline form version: 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| Course Code and Number: FILM 211                                                                                                                                                                                                                                                                                                                                                                                     |           | Number of Credits: 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Course Full Title: Film in a Global Age                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Course Short Title:                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Faculty: Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                       |           | Department (or program if no department): Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students examine how film communicates the conditions of a globalized world across and within cultures. Students consider how films, as both artistic responses and commercial products, allow us to critically understand the rapidly changing transnational media landscape.<br><br>Note: Students with credit for MACS 299I cannot take this course for further credit.           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Prerequisites (or NONE):                                                                                                                                                                                                                                                                                                                                                                                             |           | 15 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Pre/corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>MACS 299I</b><br>Cross-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>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                    |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                      | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                          |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca.</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i>                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Department approval                                                                                                                                                                                                                                                                                                                                                                                                  |           | Date of meeting: November 29, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Faculty Council approval                                                                                                                                                                                                                                                                                                                                                                                             |           | Date of meeting: December 17, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Undergraduate Education Committee (UEC) approval                                                                                                                                                                                                                                                                                                                                                                     |           | Date of meeting: February 25, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Identify key concepts and theories about globalization and transnational media.
2. Explain how film uses representational strategies to communicate across and within cultures.
3. Identify power and location in intercultural interactions.
4. Demonstrate critical thinking, research, and writing skills.
5. Compare key attributes of examples of global film and global film production models.
6. Outline how films created by historically marginalized groups respond to global changes.
7. Explain the impact of globalization on local film production.
8. Discuss key features of Indigenous films and Indigenous film production, to convey a sense of Indigenous ways of knowing and being in the world on Turtle Island and around the globe.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

|              |     |          |     |  |   |
|--------------|-----|----------|-----|--|---|
| Final exam:  | 20% | Project: | 25% |  | % |
| Assignments: | 55% |          | %   |  | % |

**Details:**

Assignments: 3 film response papers (15% each), participation and engagement in class discussions (10%)

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

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

| Type               | Author or description                       | Title and publication/access details  | Year |
|--------------------|---------------------------------------------|---------------------------------------|------|
| 1. Textbook        | S. Rawle                                    | Transnational Cinema: An Introduction | 2017 |
| 2. Online resource | Current film reviews                        |                                       |      |
| 3. Video           | Films streamed online and screened in class |                                       |      |
| 4.                 |                                             |                                       |      |
| 5.                 |                                             |                                       |      |

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

**Course Content and Topics**

Nationalism and imperialism in cinema  
 Globalization  
 Post-colonialism  
 Exile, nostalgia, and diaspora  
 Transnational adaptation  
 Indigenous Peoples on film, cultural stereotypes, and self-representation  
 Hybridity

**Memo for New Course**

To: CACC, UEC

From: Heather Davis-Fisch, SoCA Director

Date: November 29, 2021

**Subject: Proposal for new course FILM 212: History of Film**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

1. Rationale for new course, including how this course fits into the program(s): This course is being developed to meet the learning outcomes of the FILM concentration in the Bachelor of Media Arts degree.

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

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

The course learning outcomes of "draw connections between technological and artistic developments in film history;" "explain the development and impact of production models such as the Hollywood studio systems;" "contrast how film movements developed in a range of historical, social, economic, and cultural contexts;" "identify how film developed in relation to other fields of artistic and cultural practice;" "outline the cultural and social impact of film at different historical moments" all align with the Film concentration learning outcome of "contextualize film in relation to multiple historical, social, theoretical, and aesthetic developments." The course learning outcome of "apply basic concepts of film theory to the analysis of examples of historical films" aligns with the concentration learning outcome of "analyze diverse examples of film by applying film theory and critical theory."

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? No
4. Which program areas have been consulted about the course? SoCA, MACS
5. If a new discipline designation is required, explain why: NA
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). The learning outcome "identify how film representations of Indigenous culture and peoples participated in colonialism and how changes in representation might contribute to Indigenous resurgence" will require instructors to both address film representations of the past (e.g. ethnographic film, westerns) and the problematic role they played; but also to address how more recent films contribute to Indigenous resurgence and/or decolonization (e.g. through use of Indigenous languages in feature films, through films that draw on Indigenous narrative structures).

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? The course reflects principles of EDI through topic selection that reflects the calendar description that the course addresses film in global paradigms and the role of film in politics. Sample topics allow instructors to decentre Hollywood/studio system, to address film from a range of cultures, and to address the relationships between film culture, politics, and representational power.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.: NA
9. Estimate of the typical costs for this course, including textbooks and other materials: NA



ORIGINAL COURSE IMPLEMENTATION DATE: September 2022  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): February 2028  
 Course outline form version: 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| Course Code and Number: FILM 212                                                                                                                                                                                                                                                                                                                                                                    |           | Number of Credits: 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Course Full Title: History of Film                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Course Short Title:                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Faculty: Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                      |           | Department (or program if no department): Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines the history of film in North American and global paradigms. Students will learn about artistic and economic factors influencing the development of film and will explore the historical role of film in politics and culture.                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Prerequisites (or NONE):                                                                                                                                                                                                                                                                                                                                                                            |           | 15 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Pre/corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-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>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                   |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                     | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                         |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Department approval                                                                                                                                                                                                                                                                                                                                                                                 |           | Date of meeting: November 29, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Faculty Council approval                                                                                                                                                                                                                                                                                                                                                                            |           | Date of meeting: December 17, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Undergraduate Education Committee (UEC) approval                                                                                                                                                                                                                                                                                                                                                    |           | Date of meeting: February 25, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Draw connections between technological and artistic developments in film history.
2. Explain the development and impact of production models such as the Hollywood studio system.
3. Contrast how film movements developed in a range of historical, social, economic, and cultural contexts.
4. Identify how film developed in relation to other fields of artistic and cultural practice.
5. Outline the cultural and social impact of film at different historical moments.
6. Apply basic concepts of film theory to the analysis of examples of historical films.
7. Identify how stereotypes about Indigenous cultures and peoples in films support settler colonialism and how films by Indigenous filmmakers contribute to Indigenous resurgence.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

|          |     |              |     |             |     |
|----------|-----|--------------|-----|-------------|-----|
| Project: | 30% | Assignments: | 50% | Final exam: | 20% |
|          | %   |              | %   |             | %   |

**Details:**

Assignments include film response papers (5 x 10%)

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

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

| Type        | Author or description | Title and publication/access details | Year |
|-------------|-----------------------|--------------------------------------|------|
| 1. Textbook | Kristen Thompson      | Film History: An Introduction        | 2019 |
| 2.          |                       |                                      |      |
| 3.          |                       |                                      |      |
| 4.          |                       |                                      |      |
| 5.          |                       |                                      |      |

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

**Course Content and Topics**

Early cinema  
 The rise of Hollywood  
 French and German film between the wars  
 Soviet film  
 Cinema and the state  
 New waves and young cinema, France, Hong Kong, Iran  
 Indigenous cinema—decolonizing film culture  
 Toward a global film culture

**Memo for New Course**

To: CACC, UEC

From: Heather Davis-Fisch, SoCA Director

Date: November 29, 2021

**Subject: Proposal for new course FILM 311: Gender, Sexuality, and Film**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

1. Rationale for new course, including how this course fits into the program(s): This course is being developed to meet the learning outcomes of the FILM concentration in the Bachelor of Media Arts degree.
2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

The course learning outcomes of "Situating films' representations of gender and sexuality in historical, theoretical, social, and aesthetic contexts" and "Identify how gender, two-spiritedness, and sexuality intersect with other social identities and lived experiences, in the present and historically" align with the Film concentration learning outcome of "Contextualize film in relation to multiple historical, social, theoretical, and aesthetic developments." The course learning outcomes "Discuss major works in gender and sexuality studies, as they relate to film"; "Apply theories from gender and sexuality studies to film examples"; and "Identify the ways gender and sexuality studies can inform film criticism, production practices, and representational strategies" align with the concentration learning outcome of "Analyze diverse examples of film by applying film theory and critical theory."

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? No
4. Which program areas have been consulted about the course? Theatre, Visual Arts, Media Arts, MACS
5. If a new discipline designation is required, explain why: NA
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

Indigenous ways of knowing and being are recognized and woven into instructional practices that are inherent in film studies, which is holistic, relational, and contextual. Visual culture and communication form the core of film's material, and students explore these from multiple perspectives that develop appreciation of and respect for cultural contexts, and require personal, reflective, and relational consideration as tools for understanding. Elements of story-telling, embodied/experiential learning, and talking circles are infused in instructional methods. The course learning outcome of "Identify how

gender, two-spiritedness and sexuality intersect with other social identities and lived experiences, in the present and historically” provides a way for instructors to address questions of intersectionality, and to address concepts of gender in Indigenous cultures. Course content includes examinations of film representations of and cultural work toward goals of Indigenous resurgence and sovereignty.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

The course learning objective of demonstrating self-reflexivity when responding as a viewer will allow instructors to encourage students to think about their own identity, positionality, and ways in which they hold privilege and power, through class discussions, guided response papers, or assignments. The course learning outcome of “Identify how gender, two spiritedness, and sexuality intersect with other social identities and lived experiences, in the present and historically” requires instructors to foreground intersectionality and issues of social power, which they may do through course assignments, discussion prompts, film selections, and lectures.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.: NA
9. Estimate of the typical costs for this course, including textbooks and other materials: \$100

**CWC comment and response:**

- What guidance is there regarding of controversial material in the classroom? (Is there an institutional policy regarding film screenings?)

*SOCA as a school is not going to weigh in on assessing whether controversial material is being or should be screened/shown in our classes. Our assessment is that this firmly falls under academic freedom and that the School (and the University) should not implement a policy related to course content in this way. When instructors are vetted to teach this course (and it is a new course), we would address the content they might include, but this is to ensure that it shows the instructor can meet course learning outcomes. We assign material that could be considered controversial across all areas of the School and this is a critical component of introducing students to the diverse range of art practices we cover.*





ORIGINAL COURSE IMPLEMENTATION DATE: September 2022  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): February 2028  
 Course outline form version: 09/08/2021

## 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> FILM 311                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Gender, Sexuality, and Film                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students analyze film's representational modes and critical practices in relation to theories of gender and sexuality. Emphasis is placed on historically and culturally nuanced analysis and examples of works by feminist, Indigenous, transgender, and queer filmmakers.                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                     |           | 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>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>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                   |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                     | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                         |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> November 29, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> December 17, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> February 25, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Apply theories from gender and sexuality studies to film examples.
2. Situate films' representations of gender and sexuality in historical, theoretical, social, and aesthetic contexts.
3. Demonstrate self-reflexivity and intellectual curiosity in relation to course material.
4. Discuss major works in gender and sexuality studies, as they relate to film.
5. Identify how gender, two-spiritedness, and sexuality intersect with other social identities and lived experiences, in the present and historically.
6. Identify the ways gender and sexuality studies can inform film criticism, production practices, and representational strategies.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

|              |     |          |     |  |   |
|--------------|-----|----------|-----|--|---|
| Assignments: | 50% | Project: | 50% |  | % |
|              | %   |          | %   |  | % |

**Details:**

Assignments include response papers (4 x 5%) and film reviews (3 x 10%)

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

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

| Type        | Author or description                                                                                                         | Title and publication/access details                             | Year |
|-------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|------|
| 1. Textbook | Roxanne Samer, ed.                                                                                                            | Spectatorship: Shifting Theories of Gender, Sexuality, and Media | 2017 |
| 2. Textbook | Neal King et. al, eds.                                                                                                        | Gender in Film and Video                                         | 2019 |
| 3. Video    | Films will be selected for screening based on availability and currency e.g. will be updated each time the course is offered. |                                                                  |      |
| 4.          |                                                                                                                               |                                                                  |      |
| 5.          |                                                                                                                               |                                                                  |      |

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

**Course Content and Topics**

Introduction to theories of gender and sexuality  
 Gender, labour practices, and film production  
 Psychoanalysis and film theory: the gaze  
 Feminist, two-spirit, and queer film  
 Transgender film  
 Documentary vs narrative forms  
 Activism and film production  
 Indigenous sovereignty and resurgence

**Memo for Course Changes**

To: UEC and CACC

From: Heather Davis-Fisch, SoCA Director

Date: November 29, 2021

**Subject: Proposal for revision of FILM 220: India on Film to FILM 312**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

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: Move from 200 to 300 level

2. Rationale for change: As part of revisions to the FILM concentration in the Media Arts program, courses that offer a thematic focus on a topic in film studies will be offered at the 300-level, with learning outcomes that contribute to the concentration's learning outcomes.
- Learning outcomes express higher expectations e.g. Analyze, Contextualize, Develop a sustained critical argument, than in the 200-level previous iteration of the course (discuss, explain, describe). In addition, the film studies curriculum is designed to have topical/thematic courses at the 300 level, not the 200-level.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

- The learning outcomes "Analyze examples of Indian film by applying theories of diaspora, nationalism, political resistance, and gender/sexuality"; and "Contextualize significant developments in Indian film, in relation to historical, social, and political developments" directly align with the following concentration outcomes: "Contextualize film in relation to multiple historical, social, theoretical, and aesthetic developments"; "Analyze diverse examples of film by applying film theory and critical theory."

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No
5. Which program areas have been consulted about the change(s)? Theatre, Visual Arts, Art History, Media Arts

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

Indigenous ways of knowing and being are recognized and woven into instructional practices that are inherent in film studies, which is holistic, relational, and contextual. Visual culture and communication form the core of film's material, and students explore these from multiple perspectives that develop appreciation of and respect for cultural contexts, and require personal, reflective, and relational consideration as tools for understanding. Elements of story-telling, embodied/experiential learning, and talking circles are infused in instructional methods. Course content addresses film representations of Indigenous peoples of India. The course outline template does not allow the inclusion of Indigenous teaching and learning strategies i.e. use of talking circles etc, which instructors may use to Indigenize curriculum delivery.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

The course's emphasis on the relationship between social justice, politics, gender and film will allow students to explore how questions of identity, power, and intersectionality are explored and problematized in Indian film.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. NA
9. Estimate of the typical costs for this course, including textbooks and other materials: \$50-\$100

## CWC comments and responses:

- Additional rationale should be provided to support changing this from a 200-level course to a 300-level course. What makes this a 300-level course?  
*Added to rationale: Learning outcomes express higher expectations e.g. Analyze, Contextualize, Develop a sustained critical argument, than in the 200-level previous iteration of the course (discuss, explain, describe). In addition, the film studies curriculum is designed to have topical/thematic courses at the 300 level, not the 200-level.*
- Some additional clarification may be needed for the definition of "modern India", as "modern" means different things in different context. For example, is there a specific chronological event that this could be linked to? Possible alternatives might be "post-independence", "current day", or "20th century".  
*Given learning outcome #2 (contextualize developments in film in relation to historical/social/political developments), we expect that instructors would likely raise questions about the question of "modernity" as it relates to film and the specific history of modernity/conceptions of modernity in India.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2006  
 REVISED COURSE IMPLEMENTATION DATE: September 2022  
 COURSE TO BE REVIEWED (six years after UEC approval): February 2028  
 Course outline form version: 09/08/2021

## OFFICIAL UNDERGRADUATE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> FILM 312                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> India on Film<br><b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br><br>Students examine the culture and history of modern India through its films, including the role of film in creating a national consciousness and in preserving the cultural identity of Indians living abroad. Considers how the conventions of Indian film reflect changing attitudes toward gender, caste, class, and religion.                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                     |           | 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>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>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                     | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                         |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>[click to select]</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> November 29, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> December 17, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> February 25, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes**

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

1. Analyze examples of Indian film by applying theories of diaspora, nationalism, political resistance, and gender/sexuality.
2. Contextualize significant developments in Indian film, in relation to historical, social, and political developments.
3. Explain the significance of specific aesthetic and stylistic conventions in Indian film genres.
4. Identify key features of Indian film production industries, including labour relations and economics.
5. Contrast the reception of Indian film in India and in diasporic communities.
6. Develop a sustained, critical argument in written form.

**Recommended Evaluation Methods and Weighting** (*Evaluation should align to learning outcomes.*)

|             |     |         |     |               |     |
|-------------|-----|---------|-----|---------------|-----|
| Assignments | 40% | Project | 30% | Participation | 10% |
| Exam        | 20% |         | %   |               | %   |

**Details:**

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

**Texts and Resource Materials** (*Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form.](#)*)

| Type        | Author or description                                 | Title and publication/access details                                               | Year |
|-------------|-------------------------------------------------------|------------------------------------------------------------------------------------|------|
| 1. Textbook | Gokulsing, K. Moti and Wimal Dissanayake              | Indian Popular Cinema: A Narrative of Cultural Change. Rev. ed. Stoke on Trent, UK | 2004 |
| 2. Video    | Films to be screened in class and by students at home |                                                                                    |      |
| 3.          |                                                       |                                                                                    |      |
| 4.          |                                                       |                                                                                    |      |
| 5.          |                                                       |                                                                                    |      |

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

**Examples of Films:**

Shree 420 (1955)  
 Jai Santoshi Maa (1975)  
 Episodes from Doordarshan's Ramayana Hum Dil de Chuke Sanam (1999)  
 Hey Ram (2000)  
 Mother India (1957)  
 Guide (1965) Deewar (1975)  
 Bombay (1995)  
 Dil Se (1998)  
 Lagaan (2001)

**Course Content and Topics**

Land, farmers, livelihood  
 Partition and religious divide  
 Social critiques of nationalism  
 Post-partition film  
 Supernatural elements in film  
 Indigeneity and the Dalit  
 Marginality vs mainstream representations  
 Resistance on film  
 Humour and comedy

**Memo for New Course**

To: CACC, UEC

From: Heather Davis-Fisch, SoCA Director

Date: November 29, 2021

**Subject: Proposal for new course FILM 313: Indigenous Film**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

1. Rationale for new course, including how this course fits into the program(s): This course is being developed to meet the learning outcomes of the FILM concentration in the Bachelor of Media Arts degree.
2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

The course learning outcomes of "analyze Indigenous films and media through Indigenous and decolonial theories" and "examine Indigenous filmmaking practices through Indigenous and decolonial theories" align with the Film concentration outcome of "analyze diverse examples of film by applying film theory and critical theory." The course learning outcomes of "identify historical, cultural, social, and political factors that inform the development of Indigenous film and media" and "Situate examples of Indigenous film and media in historical, social, aesthetic, theoretical, and political contexts" align with the Film concentration learning outcome of "contextualize film in relation to multiple historical, social, theoretical, and aesthetic developments."

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? No
4. Which program areas have been consulted about the course? Theatre, Visual Arts, Media Arts,
5. If a new discipline designation is required, explain why: NA
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

This course is explicitly focused on Indigenous film, i.e. Indigenous creative practices, modes of representation, uses of narrative and story. It situates Indigenous filmmaking as a de- and anti-colonial practice, as a crucial site of sovereignty and resurgence, and considers the specific roles film has played in cultural and linguistic resurgence, cultural memory, and transmission of culture. When/if the course examines examples of non-Indigenous representation (e.g. historical ethnographic films), it will use lenses of Indigenous survivance and resurgence to do so, through scholarship by authors like Raheja.

Indigenous ways of knowing and being are recognized and woven into instructional practices that are inherent in film studies, which is holistic, relational, and contextual. Visual culture and communication form the core of film's material, and students explore these from multiple perspectives that develop appreciation of and respect for cultural contexts, and require personal, reflective, and relational consideration as tools for understanding. Elements of story-telling, embodied/experiential learning, and talking circles are infused in instructional methods.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

The course is focused specifically on Indigenous self-representation, but will include content related to intersectionality, and will consider the relationship between Indigeneity and other components of identity (e.g. gender, race, privilege, class). The learning objective of demonstrating self-reflexivity when responding as a viewer will allow instructors to encourage students to think about their own identity, positionality, and ways in which they hold privilege and power, through class discussions, guided response papers, or assignments.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.: NA
9. Estimate of the typical costs for this course, including textbooks and other materials: \$100





ORIGINAL COURSE IMPLEMENTATION DATE: September 2022  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): February 2028  
 Course outline form version: 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| Course Code and Number: FILM 313                                                                                                                                                                                                                                                                                                                                                                    |           | Number of Credits: 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Course Full Title: Indigenous Film                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Course Short Title:                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Faculty: Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                      |           | Department (or program if no department): Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students learn how the work of Indigenous filmmakers functions as a medium for storytelling, decolonization, cultural memory, place-based knowledge, cultural resurgence, language revitalization, and visual sovereignty.                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Prerequisites (or NONE):                                                                                                                                                                                                                                                                                                                                                                            |           | 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Pre/corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-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>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                   |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                     | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                         |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Department approval                                                                                                                                                                                                                                                                                                                                                                                 |           | Date of meeting: November 29, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Faculty Council approval                                                                                                                                                                                                                                                                                                                                                                            |           | Date of meeting: December 17, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Undergraduate Education Committee (UEC) approval                                                                                                                                                                                                                                                                                                                                                    |           | Date of meeting: February 25, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Analyze Indigenous films and media through Indigenous and decolonial theories.
2. Examine Indigenous filmmaking practices through Indigenous and decolonial theories.
3. Identify historical, cultural, social, and political factors that inform the development of Indigenous film and media.
4. Situate examples of Indigenous film and media in historical, social, aesthetic, theoretical, and political contexts.
5. Articulate relationships between Indigenous film production, self-representation, epistemology, visual sovereignty, resurgence, and place-based knowledge.
6. Critically discuss aesthetic, narrative, stylistic, and generic features of a range of Indigenous films and media from diverse cultures.
7. Demonstrate self-reflexivity and self-positioning in relation to course material.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

|              |     |          |     |                      |     |
|--------------|-----|----------|-----|----------------------|-----|
| Assignments: | 40% | Project: | 40% | Holistic assessment: | 20% |
|              | %   |          | %   |                      | %   |

**Details:**

Holistic assessment: personal reflection on course material's relationship to own life (e.g. journal, creative project)

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

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

| Type        | Author or description                                 | Title and publication/access details                                             | Year |
|-------------|-------------------------------------------------------|----------------------------------------------------------------------------------|------|
| 1. Textbook | Michelle Raheja                                       | Reservation Reelism: Redfacing, Visual Sovereignty, and Native Americans in Film | 2011 |
| 2. Textbook | Kristin Dowell                                        | Sovereign Screens: Aboriginal Media on the Canadian West Coast                   | 2013 |
| 3. Video    | Films to be screened in class and by students at home |                                                                                  |      |
| 4.          |                                                       |                                                                                  |      |
| 5.          |                                                       |                                                                                  |      |

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

**Course Content and Topics**

Histories of Indigenous representation in film, including in non-Indigenous film  
 Indigenous and decolonial theories  
 Visual sovereignty and survivance  
 Linguistic revitalization in Indigenous film  
 Narrative structures and strategies in Indigenous film  
 Intersectionality  
 Activism and Indigenous resistance  
 Place-based knowledge and film

**Memo for Course Changes**

To: UEC and CACC

From: Heather Davis-Fisch, SoCA Director

Date: November 29, 2021

**Subject: Proposal for revision of FILM 200: Special Topics in Film to FILM 320**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

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: Move from 200 to 300 level
2. Rationale for change: As part of revisions to the FILM concentration in the Media Arts program, courses that offer a thematic focus on a topic in film studies will be offered at the 300-level, with learning outcomes that contribute to the concentration's learning outcomes.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):
  - The learning outcomes “contextualize films in relation to historical, social, theoretical, and aesthetic developments”; and “analyze a variety of film examples by applying theories relevant to the course topic” directly align with the following concentration outcomes: “contextualize film in relation to multiple historical, social, theoretical, and aesthetic developments” and “analyze diverse examples of film by applying film theory and critical theory.”
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No
5. Which program areas have been consulted about the change(s)? Theatre, Visual Arts, Art History, Media Arts
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or

other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

The course's contribution to Indigenization will depend on the topic selected. Indigenous ways of knowing and being are recognized and woven into instructional practices that are inherent in film studies, which is holistic, relational, and contextual. Visual culture and communication form the core of film's material, and students explore these from multiple perspectives that develop appreciation of and respect for cultural contexts, and require personal, reflective, and relational consideration as tools for understanding. Elements of story-telling, embodied/experiential learning, and talking circles are infused in instructional methods. Where applicable, special topics proposals that incorporate the work of indigenous creative practitioners and scholars will be prioritized. Indigenization is also reflected in the nature of special topics courses, as they provide students with the opportunity to choose courses with content that is meaningful to them and connected to their own experiences.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

The course's reflection of EDI considerations will depend on the topic selected. The course learning objective of demonstrating self-reflexivity when responding as a viewer will allow instructors to encourage students to think about their own identity, positionality, and ways in which they hold privilege and power.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. NA
9. Estimate of the typical costs for this course, including textbooks and other materials: \$50-\$100

**CWC comment and response:**

- Screening suggests that the department consider retaining FILM 200 for future use and creating a new 300-level Special Topics course.  
*See comment on 312 - we do not expect to offer special topics at the 200 level in the film studies curriculum at this time.*



ORIGINAL COURSE IMPLEMENTATION DATE: May 2006  
 REVISED COURSE IMPLEMENTATION DATE: September 2022  
 COURSE TO BE REVIEWED (six years after UEC approval): February 2028  
 Course outline form version: 09/08/2021

## OFFICIAL UNDERGRADUATE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> FILM 320                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Special Topics in Film Studies                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students examine a selected topic in film studies that is not addressed in current course offerings.                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                     |           | 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>FILM 200</b><br>Cross-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>Course Details</b><br>Special Topics course: <b>Yes</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                   |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                     | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: NO <input checked="" type="checkbox"/> <input type="checkbox"/> Yes                                                                                                                                                                                                                                                         |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> November 29, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> December 17, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> February 25, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes**

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

1. Contextualize films in relation to historical, social, theoretical, and aesthetic developments.
2. Analyze a variety of film examples by applying theories relevant to the course topic.
3. Explain the significance of characteristics of the type of film addressed in the course.
4. Demonstrate self-reflexivity when responding as a viewer.
5. Develop a sustained, critical argument in written form.
6. Conduct independent research, using methods appropriate to the course topic.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

|             |     |               |     |   |
|-------------|-----|---------------|-----|---|
| Assignments | 40% | Project       | 30% | % |
| Exam        | 20% | Participation | 10% | % |

**Details:**

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

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

| Type     | Author or description                                 | Title and publication/access details | Year |
|----------|-------------------------------------------------------|--------------------------------------|------|
| 1. Video | Films to be screened in class and by students at home |                                      |      |
| 2.       |                                                       |                                      |      |
| 3.       |                                                       |                                      |      |
| 4.       |                                                       |                                      |      |
| 5.       |                                                       |                                      |      |

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

**Course Content and Topics**

The special topic addressed may be:

- particular director
- genre
- film from a particular region/nation
- specific style of film
- a given theme in film
- particular relationship between film and culture, etc.

**Memo for New Course**

To: CACC, UEC

From: Heather Davis-Fisch

Date: November 26, 2021

**Subject: Proposal for new course: MEDA 110 Digital Imaging**

1. Rationale for new course:

Raster-based digital image creation and manipulation is a requisite skill for anyone practicing in media arts. The mastery of Photoshop, or similar software, is not only required for direct use cases, such as digital painting, photography, or graphic design; but also in more elaborate applications, where creating assets is dependant upon integrating 2D image inputs (e.g. 3d modeling, 2D animation, game design, visual effects, motion graphics, and software development). Additionally, while developing new creative skills, students explore digital color theory, design principles, and the mathematics of compositing. This course also explores painting 2D images onto 3D objects for use in 3D applications, such as games, animation, visual effects, and product design.

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

This course will be a core lower-level requirement in all concentrations of the BMA, and is part of the program change request. It will be a prerequisite for many 200 level courses.

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

This course directly contributes to the delivery of the program outcomes listed below:

1. Situate digital media in historical, cultural, social, and theoretical contexts.  
*All the course learning objectives align with the theoretical component of this learning outcome.*
2. Develop skills in two or more distinct creative fields.  
*This course combines traditional artistic expression and digital media technology.*
3. Apply professional communication practices in written, oral, and visual forms.  
*The following course learning outcomes align with this program learning outcome.*
  - *Use digital imaging software to manipulate raster-based imagery.*
  - *Apply the elements of design within a composition.*
  - *Define the terms used to describe the properties of color in analog and digital art practices.*
  - *Communicate ideas visually using digital imagery.*

- *Use brush-based techniques to texture surfaces of 3d assets.*

4. Create compelling narratives and stories using digital media

*The following course learning outcome aligns with this program learning outcome.*

- *Communicate narratives, dramatic information, ideas, moods, and feelings through computer-generated imagery.*

5. Develop collaborative creative team skills

*The following course learning outcome aligns with this program learning outcome.*

- *Situate the role of digital imaging art in media arts practice.*

7. Produce creative work using digital media technologies (e.g. films, animation, documentaries, websites, games, interactive learning modules)

*All the course learning objectives align with this program objective.*

8. Apply ethical principles in information sharing, intellectual property, and media law.

*The following course learning outcome aligns with this program learning outcome.*

- *Source and use images ethically within a professional code of conduct.*

9. Perform in creative and managerial roles to professional standards.

*All the course learning objectives align with this program objective.*

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?

Visual Arts, Theatre, MACS, CMNS, Graphic Design and Media Arts.

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

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

We are infusing Indigenous ways of knowing and decolonizing teaching methods that are inherent in applied creative practice courses. Story-telling, land-based learning, communal experiential learning, and reciprocity of exchange in learning circles are incorporated into the delivery of this course.

Students have creative freedom regarding artistic and creative subject matter, and are encouraged to explore theoretical and historical contexts, while developing a respect for cultural perspectives such as Indigenous worldviews. Where applicable, the work of Indigenous artists working in Media Arts will be covered, as well as content in contemporary works of media (film, animation, games).

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

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



- a. Credit value
  - b. Class size limit has been increased to support the budget
  - c. Frequency of offering: The MEDA enrolment plan for 2022-23 includes an additional section to accommodate the introduction of this course.
  - d. Resources required (labs, equipment): This course will make use of the MacLab until the proposed PC lab is in place.
  - e. Note: this course will need to have differential tuition applied, as is in place for all MEDA courses
10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? No
11. Estimate of the typical costs for this course, including textbooks and other materials: \$135

**CWC comments and responses:****All proposed MEDA courses:**

- Has CIS also been consulted on these courses?  
*CIS was consulted, and feedback was positive. Most of the consultation centered around the CIS courses that are now in the revised program.*
- Screening appreciates the response to the memo question on Indigenization, but UEC would also like to see some additional information that is specific to certain courses.  
*After quite a bit of work with Lorna Andrews, the MEDA program committee developed detailed descriptions of how curriculum was Indigenized, mainly around typical instructional methods. With the changes to course outlines, there is no longer a place for this information to be included (this was a concern that SOCA brought forward already about the new course outline forms). For example, in MEDA 110: Indigenous pedagogy is woven into these methods, for example, application of storytelling and land-based learning will be infused into lectures, demonstrations and workshops, while critiques and student presentations are modelled on talking circles and reciprocity.*
- Is the cost of software included in item #11 of the memos?  
*The majority of these courses use existing Adobe software licenses (purchased by SOCA), and free educational software versions. MEDA330 will require more licenses of our existing Foundry education collective, but there is a free version for students. MEDA 270 & 370 may require us to increase our Houdini licenses (\$75pa per seat), again there are free versions for students.*
- Will the projects be team or individual projects? There may be a concern if team projects are used over many courses, unless students are assessed individually.  
*Individual, mostly.*

**MEDA 110:**

- Since this course is required for several of the other new courses, should it be offered more than once per year?  
*We think this course can run more than once a year; however, our enrolment plan has space for us to ensure it runs annually so the course outline indicates the minimum frequency we can promise students.*
- Is there significant overlap between this and any GD courses that should be noted on the course outline?  
*This course focuses entirely on raster-based digital imaging, composition, and colour theory. The course will explore digital imaging for Media Arts practice, rather than the context of GD. The most similar course is GD157, half of that course explores raster-based imaging, and the rest on vector-based illustration.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2022  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): February 2028  
 Course outline form version: 06/18/2021

## 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> MEDA 110                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Full Title:</b> Digital Imaging<br><b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> Media Arts                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Calendar Description:</b><br>Students use raster-based image manipulation for media arts practices. Topics include visual storytelling, photo-editing, digital concept art, surfacing for 3D applications, elements of design, and the functional aspects of digital colour in computer graphics.                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                     |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                       |           | none                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                   |           | none                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<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>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br>Grading System: <b>Letter Grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>15</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                  |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                          | 15 | Tutorials/workshops | 15 | Supervised laboratory hours (computer lab) | 15 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br><b>PLAR is available for this course.</b> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                     | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                 | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                          | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <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>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                               |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> November 26, 2021                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> December 17, 2021                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> February 25, 2022                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |

**Learning Outcomes**

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

1. Use digital imaging software to manipulate raster-based imagery.
2. Apply the elements of design within a composition.
3. Define the terms used to describe the properties of colour in analogue and digital art practices.
4. Differentiate image file-formats, their properties, and their appropriate application within media arts context.
5. Source and use images ethically within a professional code of conduct.
6. Communicate ideas visually using digital imagery.
7. Use brush-based techniques to texture surfaces of 3D assets.
8. Situate the role of digital imaging art in media arts practice.

**Recommended Evaluation Methods and Weighting** (Evaluation should align to learning outcomes.)

|              |      |   |   |
|--------------|------|---|---|
| Assignments: | 100% | % | % |
|--------------|------|---|---|

**Details:**

Assignment 1 (20%): Basic image manipulation  
 Assignment 2 (20%): Digital painting techniques  
 Assignment 3 (20%): Photo editing  
 Assignment 4 (20%): Vector-based tools and filters  
 Assignment 5 (20%): 3D texturing

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

**Texts and Resource Materials** (Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)

| Type               | Author or description               | Title and publication/access details | Year |
|--------------------|-------------------------------------|--------------------------------------|------|
| 1. Textbook        | DaNae-Dayley L, Dayley B            | Photoshop CC Bible                   | 2013 |
| 2. Online resource | Substance Online Learning Resources | Adobe.com                            | n/a  |
| 3.                 |                                     |                                      |      |

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

Adobe Photoshop CC, Adobe Substance Painter

**Course Content and Topics**

Introduction to raster-based digital imaging.

- The functional aspects of digital colour, terminology, channels, grading, profiles, and correction methods.
- The math of compositing, blending modes, and layer-based workflows.
- Non-destructive image manipulation techniques, masks, adjustment layers, basic selections, and advanced selection techniques.
- Brush-based techniques, painting, blurring, sharpening, smudging, brush settings and digital stylus configuration.
- Digital painting
- Compositional rules, and the principles of design.
- 1-, 2-, and 3-point perspective.

Photo editing and image combining

- Photo retouch techniques; cloning, healing, lighting and colour adjustment.
- Sharpness, blur, and noise adjustments.
- Combining images, distortion, perspective, and colour matching.
- Sourcing images ethically and professionally.

Vector-based imagery and filters

- Vector tools: pen tool, paths, layer styles, clipping masks, and layer sets.
- Measuring, graphing and guides.
- Warp tools, displacement maps, filter effects, lighting effects.
- Creating buttons, text objects, and seamless patterns.
- Type tools, typefaces, and text editing.
- Advanced output techniques (e.g. Raster formats, vector formats, print workflow, automation and scripting)
- Elements of design and principles of design.

3D texturing

- Introduction to 3D workflows and asset management.
- 3D texturing and surface material properties.
- 3D rendering, lighting.

**Memo for New Course**

To: CACC, UEC

From: Heather Davis-Fisch

Date: November 26, 2021

**Subject: Proposal for new course: MEDA 210 Digital Concept Art**

1. Rationale for new course:

This course offers students an applied learning experience in creating digital concept artwork for Media Arts. Practice-based learning is crucial for the development of the skills required for careers in creative digital industries. Likewise, career prospects are significantly improved if a graduate has a portfolio of work, which demonstrates an ability to communicate ideas, and concepts visually. Moreover, the ability to create and manipulate digital images is a requisite skill in all areas of Media Arts and is often an imperative component of more advanced Media Arts practices.

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

This course will be a core lower-level requirement in all concentrations of the BMA, and is part of the program change request.

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

This course directly achieves the program outcomes listed below:

1. Situate digital media in historical, cultural, social, and theoretical contexts.  
*All the course learning objectives align with this program objective, especially with the theoretical component.*
2. Develop skills in two or more distinct creative fields.  
*This course combines traditional artistic expression and digital media technology.*
3. Apply professional communication practices in written, oral, and visual forms.  
*The following course learning outcomes align directly with this program learning outcome.*
  - *Communicate narratives, dramatic information, ideas, moods, and feelings through computer-generated imagery.*
  - *Apply principles of visual organization, visual language, and theory to visual communication problems.*
  - *Create artwork that effectively communicates specific objectives.*
  - *Use digital raster-based software as an illustrative tool.*

- *Demonstrate an ability to use line, form, shading, and perspective to create realistic drawn representations.*
- 4. Create compelling narratives and stories using digital media  
*The following course learning outcome aligns directly with this program learning outcome.*
  - *Communicate narratives, dramatic information, ideas, moods, and feelings through computer-generated imagery.*
- 5. Develop collaborative creative team skills  
The following course learning outcome aligns directly with this program learning outcome.
  - Situate the role of digital concept art in media arts practice.
- 6. Develop self-directed ideation, problem-solving, and project management skills.  
*This is a course about ideation and the expression of concepts through art. The following course learning outcome aligns directly with this program learning outcome.*
  - *Communicate narratives, dramatic information, ideas, moods, and feelings through computer-generated imagery.*
- 7. Produce creative work using digital media technologies (e.g. films, animation, documentaries, websites, games, interactive learning modules)  
*All the course learning objectives align with this program objective.*
- 8. Apply ethical principles in information sharing, intellectual property, and media law.  
*This is also a course learning outcome.*
- 9. Perform in creative and managerial roles to professional standards.  
*All the course learning objectives align with this program objective.*
- 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?  
Visual Arts, Theatre, MACS, CMNS, Graphic Design and Media Arts.
- 6. If a new discipline designation is required, explain why: N/A
- 7. What consideration has been given to Indigenizing the curriculum?

We are infusing Indigenous ways of knowing and decolonizing teaching methods that are inherent in applied creative practice courses. Story-telling, land-based learning, communal experiential learning, and reciprocity of exchange in learning circles are incorporated into the delivery of this course.

Students have creative freedom regarding artistic and creative subject matter, and are encouraged to explore theoretical and historical contexts, while developing a respect for cultural perspectives such as Indigenous worldviews. Where applicable, the work of Indigenous artists working in Media Arts will be covered, as well as content in contemporary works of media (film, animation, games).

8. If this course is not eligible for PLAR, explain why: N/A
9. Explain how each of the following will affect the budget for your area or any other area:
  - a. Credit value
  - b. Class size limit has been increased to support the budget
  - c. Frequency of offering: The MEDA enrolment plan for 2022-23 includes an additional section to accommodate the introduction of this course.
  - d. Resources required (labs, equipment): This course will make use of the MacLab until the proposed PC lab is in place.
  - e. Note: this course will need to have differential tuition applied, as is in place for all MEDA courses
10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? No
11. Estimate of the typical costs for this course, including textbooks and other materials: \$135



ORIGINAL COURSE IMPLEMENTATION DATE: September 2022  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): February 2028  
 Course outline form version: 06/18/2021

## 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> MEDA 210                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Full Title:</b> Digital Concept Art                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> Media Arts                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Calendar Description:</b><br>Introduces digital painting practices as they relate to practical, conceptual, and aesthetic issues in creative digital media industries. Using digital painting techniques, students create conceptual and functional designs, such as environments, creatures, characters, props, and vehicles.                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                     |           | MEDA 110.                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                       |           | none                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                   |           | none                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>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>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br>Grading System: <b>Letter Grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>15</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                  |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                          | 15 | Tutorials/workshops | 15 | Supervised laboratory hours (computer lab) | 15 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br><b>PLAR is available for this course.</b> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                     | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                 | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                          | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <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>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                               |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> November 26, 2021                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> December 17, 2021                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> February 25, 2022                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |



**Learning Outcomes**

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

1. Communicate narratives, dramatic information, ideas, moods, and feelings through computer-generated imagery.
2. Apply principles of visual organization, visual language, and theory to visual communication problems.
3. Create artwork that effectively communicates specific objectives.
4. Use digital raster-based software as an illustrative tool.
5. Demonstrate line, form, shading, and perspective to create realistic drawn representations.
6. Apply ethical principles in information sharing, intellectual property, and media law.
7. Situate the role of digital concept art in media arts practice.

**Recommended Evaluation Methods and Weighting** (*Evaluation should align to learning outcomes.*)

|              |     |          |     |                |     |
|--------------|-----|----------|-----|----------------|-----|
| Assignments: | 35% | Project: | 50% | Quizzes/tests: | 15% |
|              | %   |          | %   |                | %   |

**Details:**

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

**Texts and Resource Materials** (*Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*)

| Type        | Author or description    | Title and publication/access details | Year |
|-------------|--------------------------|--------------------------------------|------|
| 1. Textbook | DaNae-Dayley L, Dayley B | Photoshop CC Bible                   | 2013 |
| 2.          |                          |                                      |      |

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

Adobe Photoshop CC,

**Course Content and Topics**

Digital brush-based painting techniques.

- Brush-based techniques, painting, blurring, sharpening, smudging, brush settings, and digital stylus configuration.
- Thumbnailing and silhouettes.
- Compositional rules, and the principles of design.
- Shading and colouring technique exploration (e.g. Grayscale, colour, additive opacity)

Environmental design and matte painting.

- Visual storytelling (e.g., worldbuilding, land-based learning, backstories, and characters)
- 1-,2-,3-point perspective.
- Environmental techniques. (e.g., atmosphere, landmass, clouds, organics, hard surfaces, weathering)
- Digital matte painting, and 3d projection.
- The interconnectedness of land and spirit, respect for the environment.

Character design.

- Backstories, and worldbuilding.
- Gesture and movement.
- Form and shape
- Style.
- Developing a character from a brief.
- Classical stereotypes.
- Character reference art, and turnarounds.

Team-based storytelling challenges.

- Storyboarding.
- Animatics/boardomatics.
- Prop design.
- Vehicle design.

**Memo for New Course**

To: CACC, UEC

From: Heather Davis-Fisch

Date: Nov 26 2021

**Subject: Proposal for new course: MEDA 270 3D Modeling & Animation I**

1. Rationale for new course:

Practice-based learning is crucial for the development of the skills required for careers in creative digital industries. This course offers students an applied learning experience in creating digital 3D artwork for media arts.

Digital 3D art is among the most important areas of media arts, as not only is 3D animation a major category in media arts itself, but it is also a required component in other areas, such as: visual effects, 3D game development, VR content creation, product and architectural visualization, and motion graphics. It should therefore also be present in the BMA. Courses that offered similar learning outcomes in COMP and GD are no longer offered at UFV.

Vancouver has more visual effects and animation jobs than any other city in the world. It also has a massive game industry, with publishers such as Electronic Arts and Microsoft. Many students in the BMA are seeking careers in these areas.

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

This course will be a requirement in the Digital Entertainment Arts, and Interactive Media concentrations. It will also be a relatively accessible elective to students in other programs, particularly those in creative arts areas.

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

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

This course directly relates to the program outcomes listed below:

1. Situate digital media in historical, cultural, social, and theoretical contexts.

*The following course learning outcomes align with the theoretical context component.*

- *Communicate narratives, dramatic information, ideas, moods, and feelings through computer-generated imagery.*
- *Apply principles of visual organization, visual language, and theory to visual communication problems.*
- *Use appropriate terminology when discussing the technical aspects of 3D digital arts.*
- *Recognize how 3D software is used within a larger production context.*

2. Develop skills in two or more distinct creative fields.

*This course combines traditional artistic expression and digital media technology.*

3. Apply professional communication practices in written, oral, and visual forms.

*The following course learning outcomes align directly with this program learning outcome.*

- *Communicate narratives, dramatic information, ideas, moods, and feelings through computer-generated imagery.*
- *Use appropriate terminology when discussing the technical aspects of 3D digital arts.*

4. Create compelling narratives and stories using digital media.

*The aim of 3d modeling & animation is to most often do exactly this.*

5. Develop collaborative creative team skills.

*As students explore 3D modeling and animation, they will soon discover that in the industry this is almost always a collaborative process. They will learn the many relationships between different roles within digital 3D arts, and how it is situated within larger production contexts.*

*This course helps situate the many roles within the larger context of production. See course outcome(s):*

- *Recognize how 3D software is used within a larger production context.*

6. Develop self-directed ideation, problem-solving, and project management skills.

*This is a course learning outcome.*

7. Produce creative work using digital media technologies (e.g. films, animation, documentaries, websites, games, interactive learning modules)

*The following course learning outcomes align directly with this program learning outcome.*

- *Produce 3D assets using industry-standard tools, and practices.*
- *Synthesize real-world objects and surfaces in a 3D render.*
- *Animate objects and characters in 3D.*

9. Perform in creative and managerial roles to professional standards.

*All the course learning outcomes contribute to this program learning outcome.*

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?

Visual Arts, Theatre, MACS, CMNS, Graphic Design, and Media Arts.

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

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

We are infusing Indigenous ways of knowing and decolonized teaching methods that are inherent in applied creative practice courses. Story-telling, land-based learning, communal experiential learning, and reciprocity of exchange in learning circles are incorporated into the delivery of this course.

Students have creative freedom regarding artistic and creative subject matter, and are encouraged to explore theoretical and historical contexts, while developing a respect for cultural perspectives such as Indigenous worldviews. Where applicable, the work of Indigenous artists working in media arts will be covered, as well as content in contemporary works of media (film, animation, games).

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

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

- a. Credit value
- b. Class size limit has been increased to support the budget
- c. Frequency of offering: the 2022-23 enrolment plan for MEDA includes space for this new course to be offered.
- d. Resources required (labs, equipment): this course will be taught in the Maclab until the proposed PC lab is in place.
- e. Note: this course will need to have differential tuition applied, as is in place for all MEDA courses

10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? No

11. Estimate of the typical costs for this course, including textbooks and other materials: \$0



ORIGINAL COURSE IMPLEMENTATION DATE: September 2022  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): February 2028  
 Course outline form version: 06/18/2021

## 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> MEDA 270                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Full Title:</b> 3D Modeling and Animation I                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> Media Arts                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Calendar Description:</b><br>Introduces the concepts and techniques used in digital 3D content creation. Topics include modeling, animation, surfacing, lighting, and simulation. Students create 3D assets for use in animation, games, and visual effects, while also developing a greater understanding of industry production methods.                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | MEDA 110.                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <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>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>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br>Grading System: <b>Letter Grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): 36 |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>15</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                   | 15 | Tutorials/workshops | 15 | Supervised laboratory hours (computer lab) | 15 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br><b>PLAR is available for this course.</b> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                               | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                        | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <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>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                        |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> November 26, 2021                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> December 17, 2021                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> February 25, 2022                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |

### Learning Outcomes

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

- Produce 3D assets using industry-standard tools, and practices.
- Synthesize real-world objects and surfaces in a 3D render.
- Animate objects and characters in 3D.
- Apply principles of visual organization, visual language, and theory to visual communication problems.
- Communicate narratives, dramatic information, ideas, moods, and feelings through computer-generated imagery.
- Use appropriate terminology when discussing the technical aspects of 3D digital arts.
- Identify how 3D software is used within a larger production context.
- Develop self-directed ideation, problem-solving, and project management skills.

### Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

|              |     |          |     |                |   |
|--------------|-----|----------|-----|----------------|---|
| Assignments: | 40% | Project: | 60% | Quizzes/tests: | % |
|              | %   |          | %   |                | % |

Details:

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

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

| Type               | Author or description | Title and publication/access details | Year |
|--------------------|-----------------------|--------------------------------------|------|
| 1. Textbook        | Autodesk              | Maya Documentation                   | 2022 |
| 2. Online resource | Adobe                 | Substance Documentation              | 2022 |
| 3.                 |                       |                                      |      |
| 4.                 |                       |                                      |      |
| 5.                 |                       |                                      |      |

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

Autodesk Maya, Adobe Photoshop, Adobe Substance Painter.

### Course Content and Topics

Unit 1: Introduction to 3D modeling and texturing.

- Introduction to computer graphics and 3D DCC software.
- Basic tools and terminology.
- Introduction modeling tools, techniques, and terminology.
- Hard-surface modeling.
- Organic modeling.
- Understanding topology, and shape.
- Introduction surfacing and texture mapping and UVs.

Unit 2: Lighting, rendering and surfacing.

- Materials and their properties.
- 2D and 3D texture creation.
- Import and export of texture maps.
- Light types.
- Rendering theory and settings.

Unit 3: Introduction to animation.

- Keyframes, in-betweens, and animation splines.
- Principles of animation.
- Character rigging and skin binding.
- Hierarchy, inverse kinematics, forward kinematics, constraints.
- Character posing.
- Anticipation and jumping.
- Walk and run cycles.
- Introduction to dynamic simulation

**Memo for New Course**

To: CACC, UEC

From: Heather Davis-Fisch

Date: Nov 26 2021

**Subject: Proposal for new course: MEDA 280 Game Engines I**

1. Rationale for new course:

This course offers students an applied learning experience in creating interactive experiences using a game engine.

Modern game engines are advanced real-time 2D & 3D creation tools. Continuously evolving, they now serve not only in their original purpose, as game development tools, but they also provide creators across industries the freedom and control to deliver cutting-edge content, interactive experiences, and create immersive virtual worlds. Likewise, this course explores game engines for their original intended purpose, as a way to create games, but also as a tool for designing VR experiences, filmmaking, animation, training, simulation, and more. This course will also explore basic software engineering concepts, without using programming languages; instead, programming elements will be manipulated graphically. Students will learn to develop, package, and deliver, software without writing any code.

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

This course will be a requirement in the Digital Art, and Interactive Media concentrations. It will also be a relatively accessible elective to students in other programs.

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

This course directly relates to the program outcomes listed below:

1. Situate digital media in historical, cultural, social, and theoretical contexts.

*All course learning outcomes align with the theoretical context component.*

2. Develop skills in two or more distinct creative fields.

*This course combines traditional artistic expression, digital media technology, UX design, software engineering, and human-computer interaction.*

3. Apply professional communication practices in written, oral, and visual forms.

*The following course learning outcomes align directly with this program learning outcome.*

- *Apply principles of visual organization, visual language, and theory to visual communication problems.*

- *Use appropriate terminology to communicate the technical concepts of real-time interactive design.*

4. Create compelling narratives and stories using digital media.

*The following course learning outcomes align directly with this program learning outcome.*

- *Engineer games, software, or interactive experiences, using a visual scripting system.*
- *Produce 2D & 3D computer-generated imagery and animation for use in interactive experiences.*
- *Apply principles of visual organization, visual language, and theory to visual communication problems.*

5. Develop collaborative creative team skills.

*This course helps situate the many roles within the larger context of production. See course outcome(s):*

- *Recognize how a game engine is used within a larger production context.*

7. Produce creative work using digital media technologies (e.g. films, animation, documentaries, websites, games, interactive learning modules)

*The following course learning outcomes align directly with this program learning outcome.*

- *Use a game engine for real-time interactive design.*
- *Apply user experience design concepts to human-computer interaction (HCI) systems.*
- *Engineer games, software, or interactive experiences, using a visual scripting system.*
- *Produce 2D & 3D computer-generated imagery and animation for use in interactive experiences.*
- *Apply principles of visual organization, visual language, and theory to visual communication problems.*
- *Recognize how a game engine is used within a larger production context.*

9. Perform in creative and managerial roles to professional standards.

*All the course learning outcomes contribute to this program's learning outcome.*

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?

Visual Arts, Theatre, and Media Arts.

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

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



We seek to infuse Indigenous ways of knowing and recognize Indigenous ways of learning as part of teaching methods that are inherent in applied creative practice courses. Story-telling, land-based learning, communal experiential learning, and reciprocity of exchange in learning circles are incorporated into the delivery of this course.

Students have creative freedom regarding artistic and creative subject matter, and are encouraged to explore theoretical and historical contexts, while developing a respect for cultural perspectives such as Indigenous worldviews. Where applicable, the work of Indigenous artists working in media arts will be covered, as well as content in contemporary works of media (film, animation, games).

8. If this course is not eligible for PLAR, explain why: NA
9. Explain how each of the following will affect the budget for your area or any other area:
  - a. Credit value: NA
  - b. Class size has been increased to support the budget
  - c. Frequency of offering: Introducing this annual course has been included in MEDA enrolment plans.
  - d. Resources required (labs, equipment): This course can use the Maclab until the proposed PC lab is created.
  - e. Note: this course will need to have differential tuition applied, as is in place for all MEDA courses
10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? No
11. Estimate of the typical costs for this course, including textbooks and other materials: \$50-100



ORIGINAL COURSE IMPLEMENTATION DATE: September 2022  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): February 2028  
 Course outline form version: 06/18/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--------------------------------------------|----|--|--|--|--|--------------------|-----------|------------------------------------------------------------------------------------------------------|--|
| Course Code and Number: MEDA 280                                                                                                                                                                                                                                                                                                                                                                    |           | Number of Credits: 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| Course Full Title: Game Engines I                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| Course Short Title:                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| Faculty: Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                      |           | Department (or program if no department): Media Arts                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Calendar Description:</b><br>Students explore the use of game engines for game creation and for designing VR experiences, filmmaking, animation, training, and simulation. The course introduces basic software engineering concepts through graphic manipulation of programming elements. Students develop, package, and deliver software without writing code.                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| Prerequisites (or NONE):                                                                                                                                                                                                                                                                                                                                                                            |           | MEDA 110.                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| Corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| Pre/corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-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>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br>Grading System: <b>Letter Grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): 36 |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>15</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                  |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                   | 15 | Tutorials/workshops | 15 | Supervised laboratory hours (computer lab) | 15 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br><b>PLAR is available for this course.</b> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                     | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                 | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                          | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <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>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                         |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| Department approval                                                                                                                                                                                                                                                                                                                                                                                 |           | Date of meeting: November 26, 2021                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| Faculty Council approval                                                                                                                                                                                                                                                                                                                                                                            |           | Date of meeting: December 17, 2021                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| Undergraduate Education Committee (UEC) approval                                                                                                                                                                                                                                                                                                                                                    |           | Date of meeting: February 25, 2022                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |

**Learning Outcomes**

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

1. Use a game engine for real-time interactive design.
2. Apply user experience design concepts to human-computer interaction (HCI) systems.
3. Engineer games, software, or interactive experiences, using a visual scripting system.
4. Produce 2D and 3D computer-generated imagery and animation for use in interactive experiences.
5. Apply principles of visual organization, visual language, and theory to visual communication problems.
6. Recognize how a game engine is used within a larger production context.
7. Use appropriate terminology to communicate the technical concepts of real-time interactive design.

**Recommended Evaluation Methods and Weighting** (Evaluation should align to learning outcomes.)

|              |     |          |     |                |     |
|--------------|-----|----------|-----|----------------|-----|
| Assignments: | 40% | Project: | 50% | Quizzes/tests: | 10% |
|              | %   |          | %   |                | %   |

**Details:**

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

**Texts and Resource Materials** (Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)

| Type        | Author or description                           | Title and publication/access details                                                                                  | Year |
|-------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------|
| 1. Textbook | Cookson A, DowlingSoka R, Crumpler C, Johnson T | Unreal Engine 4 Game Development in 24 Hours, Sams Teach Yourself                                                     | 2016 |
| 2. Textbook | Shannon Tom                                     | Unreal Engine 4 for Design Visualization: Developing Stunning Interactive Visualizations, Animations, and Renderings. | 2017 |
| 3. Textbook | McCaffrey M                                     | Unreal Engine VR Cookbook: Developing Virtual Reality with UE4                                                        | 2017 |
| 4.          |                                                 |                                                                                                                       |      |
| 5.          |                                                 |                                                                                                                       |      |

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

Adobe Photoshop CC, Unreal Engine.

**Course Content and Topics**

Unit 1: Introduction to game engines.

- What is a game engine?
- Common engines.
- How game engines are used for real-time content creation outside of the game industry.
- Introduction to Unreal Engine.
- Using a 3D interface.
- 3D prototyping.
- Introduction to game engine look development.
- Materials and textures.
- Importing objects from 3D DCC applications.
- Lighting.
- Packaging (exporting) and delivery of games.

Unit 2: Components and assets.

- Component types.
- Meshes, capsules, cameras.
- Player Inputs
- Importing Assets
- Asset store.
- 3D assets (alembic, obj, fbx).
- 2D images.
- Lighting and rendering.
- Rendering methods.

**Unit 3: Introduction to blueprints.**

- Classes and instances.
- Compiling.
- Creating interactive objects and volumes.
- Building logic using blueprints.
- Types of variables.
- Actors.
- References.
- Getters and setters.
- Using arithmetical, relational, and logical operators.
- Input and output parameters.
- Macros, events, and functions.
- For loops.

**Unit 4: Animation**

- Importing animation.
- Animating in Unreal Engine
- Dynamics.

**Memo for New Course**

To: CACC, UEC

From: Heather Davis-Fisch

Date: Nov 26, 2021

**Subject: Proposal for new course: MEDA 330 Compositing**

1. Rationale for new course:

This course is an introduction to theoretical and practical knowledge of compositing. Compositing is a crucial aspect of modern digital film, animation, and visual effects. This course explores industry-standard practices and software.

Vancouver has more visual effects jobs than any other city in the world, and composers are arguably the most employed position within a visual effects studio. Furthermore, animation studios, virtual production studios, and video production studios all employ composers to varying degrees. Anyone working within the fields of video and animation should understand the role compositing plays within a production, its limitations, and capabilities, even if they do not want to pursue a career as a compositor.

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

This course will be a requirement in digital entertainment arts and film concentrations in the BMA.

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

This course directly achieves the program outcomes listed below:

1. Situate digital media in historical, cultural, social, and theoretical contexts.

*All course learning outcomes align with the theoretical component of the above program learning outcome.*

2. Develop skills in two or more distinct creative fields.

*This course combines traditional artistic expression and digital media technology.*

3. Apply professional communication practices in written, oral, and visual forms.

*The following course learning outcomes align directly with this program learning outcome.*

- *Use proper compositing vocabulary to identify and communicate the different uses of node-based compositing.*

- *Combine video and image assets from various sources into fully integrated composites.*
- *Apply principles of visual organization, visual language, and theory to visual communication problems.*
- *Combine video with computer-generated imagery to create visual effects.*

4. Create compelling narratives and stories using digital media.

*This directly aligns with the following course learning outcome. However, compositing is a key visual communication tool used in video, so it could be argued that all the course learning objectives align with this program learning objective.*

- *Apply principles of visual organization, visual language, and theory to visual communication problems.*

5. Develop collaborative creative team skills.

*This course helps situate the many roles within the larger context of production. See course outcome:*

- *Distinguish the roles compositing plays within a production.*

6. Develop self-directed ideation, problem-solving, and project management skills.

*The following course learning outcomes align directly with this program learning outcome.*

- *Examine compositing challenges and formulate efficient solutions.*
- *Apply principles of visual organization, visual language, and theory to visual communication problems.*
- *Use non-destructive node-based compositing methods, in a manner consistent with industry practices.*

7. Produce creative work using digital media technologies (e.g. films, animation, documentaries, websites, games, interactive learning modules)

*All course learning outcomes align with the above program learning outcome.*

9. Perform in creative and managerial roles to professional standards.

*All course learning outcomes align with the above program learning outcome.*

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?  
Visual Arts, Theatre, and Media Arts.
6. If a new discipline designation is required, explain why: N/A
7. What consideration has been given to indigenizing the curriculum?

We seek to infuse Indigenous ways of knowing and recognize Indigenous ways of learning as part of teaching methods that are inherent in applied creative practice courses. Story-telling, land-based learning, communal experiential learning, and reciprocity of exchange in learning circles are incorporated into the delivery of this course.

Students have creative freedom regarding artistic and creative subject matter, and are encouraged to explore theoretical and historical contexts, while developing a respect for cultural perspectives such as Indigenous worldviews. Where applicable, the work of Indigenous artists working in media arts will be covered, as well as content in contemporary works of media (film, animation, games).

8. If this course is not eligible for PLAR, explain why: NA
9. Explain how each of the following will affect the budget for your area or any other area:
  - a. Credit value NA
  - b. Class size has been increased to support the budget
  - c. Frequency of offering: This course will be offered once/year and is part of enrolment plans going forward.
  - d. Resources required (labs, equipment)
  - e. Note: this course will need to have differential tuition applied, as is in place for all MEDA courses
10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? No
11. Estimate of the typical costs for this course, including textbooks and other materials: \$100

**CWC comment and response:**

- Prerequisites appear to be relatively light and extremely varied. Will these be sufficient for success in this course?  
*Please remove CMNS 126 and GD 157 from prerequisite options and add MEDA 270 to the list.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2022  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): February 2028  
 Course outline form version: 06/18/2021

## 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> MEDA 330                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Full Title:</b> Compositing<br><b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> Media Arts                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Calendar Description:</b><br>Introduces the theoretical and practical knowledge of compositing. Topics include compositing vocabulary, keying, rotoscoping, digital color theory, video formatting, tracking processes, color correction, 3D integration, and neural networks. Emphasis on good organizational practices and efficient industry-standard workflows.                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                     |           | Two of FILM 260, FILM 261, VA 119, MEDA 100, MEDA 110, MEDA 210, or MEDA 270.                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <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>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>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br>Grading System: <b>Letter Grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>15</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                  |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                          | 15 | Tutorials/workshops | 15 | Supervised laboratory hours (computer lab) | 15 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br><b>PLAR is available for this course.</b> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                     | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                 | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                          | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <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>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> November 26, 2021                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> December 17, 2021                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> February 25, 2022                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |



**Learning Outcomes**

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

1. Use proper compositing vocabulary to identify and communicate the different uses of node-based compositing.
2. Combine video and image assets from various sources into fully integrated composites.
3. Use non-destructive node-based compositing methods, in a manner consistent with industry practices.
4. Examine compositing challenges and formulate efficient solutions.
5. Distinguish the roles compositing plays within a production.
6. Apply principles of visual organization, visual language, and theory to visual communication problems.
7. Combine video with computer-generated imagery to create visual effects.
8. Apply ethical principles in information sharing, intellectual property, and media law.

**Recommended Evaluation Methods and Weighting** (Evaluation should align to learning outcomes.)

|              |     |          |     |  |    |
|--------------|-----|----------|-----|--|----|
| Assignments: | 25% | Project: | 75% |  | 0% |
|--------------|-----|----------|-----|--|----|

**Details:**

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

**Texts and Resource Materials** (Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)

| Type        | Author or description | Title and publication/access details                                               | Year |
|-------------|-----------------------|------------------------------------------------------------------------------------|------|
| 1. Textbook | Zwerman S, Okun J     | The VES Handbook of Visual Effects: Industry Standard VFX Practices and Procedures | 2020 |

2.

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

The Foundry Nuke.

**Course Content and Topics**

Unit 1: Intro to node-based compositing

- VFX and compositing vocab and setup.
- Fundamental concepts of digital imaging, and compositing.
- Digital color theory RGBA.
- Alpha channels and pre-multiplication.
- Math of digital color.
- Alpha channels and merging.
- Vocabulary and node identification.
- Node types and concatenation.
- Compositing 3D arbitrary output variables (AOVs) for animated film.
- Using lighting and technical AOVs.

Unit 2: Rotoscopy and Keying

- Rotoscopy tools.
- Clean plating.
- Green screen keying.
- Garbage mattes.
- Despill techniques.
- 2D tracking.
- Corner pinning.
- Advanced keying methods.
- Projections and 3D compositing.

Unit 3: Matte painting and set extensions.

- Parallax and 3D.
- Importing 3D assets.

Unit 4: 3D Integration

- 3D tracking, point cloud generation.
- Camera output, and scene scale.
- Compositing 3D renders into live-action footage.

**Memo for New Course**

To: CACC, UEC

From: Heather Davis-Fisch

Date: Nov 26, 2021

**Subject: Proposal for new course: MEDA 370 3D Modeling & Animation II**

1. Rationale for new course:

Practice-based learning is crucial for the development of the skills required for careers in creative digital industries. This course offers students an advanced applied learning experience in creating digital 3D artwork for media arts.

Digital 3D art is among the most important areas of media arts, as not only is 3D animation a major category in media arts in and of itself, but it is also a required component in other areas, such as: visual effects, 3d game development, VR content creation, product, and architectural visualization, and motion graphics. It should therefore also be present in the BMA. Courses that offered similar learning outcomes in COMP and GD are no longer offered at UFV.

Vancouver has more visual effects and animation jobs than any other city in the world. It also has a massive game industry, with publishers such as Electronic Arts and Microsoft. Many students in the BMA are seeking careers in these areas.

This is an expansive area of Media Arts. For students to gain functional proficiency with the software and concepts a second-level course is required.

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

This course will be a requirement in the Digital Entertainment Arts and Interactive Media concentrations and is one of a required group of courses in the Digital Performance concentration. It will also be a relatively accessible elective to students in other programs.

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

This course directly achieves the program outcomes listed below:

1. Situate digital media in historical, cultural, social, and theoretical contexts.

*The following course learning outcomes align with the theoretical context component.*

- *Recognize how 3D topology affects deformation, in animated characters.*
- *Apply the principles of animation within character animation.*
- *Use lighting and surfacing as a look development tool.*
- *Recognize how 3D software is used within a larger production context.*

2. Develop skills in two or more distinct creative fields.

*This course combines traditional artistic expression and digital media technology.*

3. Apply professional communication practices in written, oral, and visual forms.  
*The following course learning outcomes align directly with this program learning outcome.*
  - *Apply the principles of animation within character animation.*
  - *Use lighting and surfacing as a look development tool.*
4. Create compelling narratives and stories using digital media.  
*The aim of 3d modeling & animation is to most often do exactly this.*
5. Develop collaborative creative team skills.  
*As students explore 3D modeling and animation, they will soon discover that in the industry this is almost always a collaborative process. They will learn the many relationships between different roles within digital 3D arts, and how it is situated within larger production contexts.*  
*This course helps situate the many roles within the larger context of production. See course outcome(s):*
  - *Recognize how 3D software is used within a larger production context.*
  - *Develop self-directed ideation, problem-solving, and project management skills.*
6. Develop self-directed ideation, problem-solving, and project management skills.  
*This is a course learning outcome.*
7. Produce creative work using digital media technologies (e.g. films, animation, documentaries, websites, games, interactive learning modules)  
*All course learning outcomes align with the above program learning outcome.*
9. Perform in creative and managerial roles to professional standards.  
*All course learning outcomes align with the above program learning outcome.*

4. All the courses learning outcomes contribute to this goal. 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?

Visual Arts, Theatre, and Media Arts.

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

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

We seek to infuse Indigenous ways of knowing and recognize Indigenous ways of learning as part of teaching methods that are inherent in applied creative practice courses. Story-telling, land-based learning, communal experiential learning, and reciprocity of exchange in learning circles are incorporated into the delivery of this course.

Students have creative freedom regarding artistic and creative subject matter, and are encouraged to explore theoretical and historical contexts, while developing a respect for cultural perspectives such as Indigenous worldviews. Where applicable, the work of Indigenous artists working in media arts will be covered, as well as content in contemporary works of media (film, animation, games).

8. If this course is not eligible for PLAR, explain why: NA
9. Explain how each of the following will affect the budget for your area or any other area:
  - a. Credit value NA
  - b. Class size has been increased to support the budget
  - c. Frequency of offering This course will be included in enrolment plans for the MEDA area.
  - d. Resources required (labs, equipment)
  - e. Note: this course will need to have differential tuition applied, as is in place for all MEDA courses
10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? No
11. Estimate of the typical costs for this course, including textbooks and other materials: \$100

**CWC comments and responses:**

- Learning outcomes #1 and 5: “recognize” should be changed to a more measurable verb, such as “explain”, “discuss”, or “demonstrate”.  
*1 is absolutely “recognize”. It is the ability to recognize specific visual, and mechanical properties within a model, to determine whether it will be effective.*
- Learning outcome #6: suggest changing “develop” to a verb such as “demonstrate” or “display”.  
*This is about understanding the roles in a production, and how software is utilized, by whom, at different stages of production. The integration between the stages, and roles. The outcome can change to “discuss how...”*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2022  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): February 2028  
 Course outline form version: 06/18/2021

## 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> MEDA 370                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Full Title:</b> 3D Modeling and Animation II                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> Media Arts                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Calendar Description:</b><br>Students explore more advanced concepts and techniques used in digital 3D content creation. Topics include character modeling, rigging, character lighting, and character animation. Utilizing industry-standard software and techniques, students produce a fully-rigged character ready for use in a game engine, animated cartoon, or motion capture.            |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                     |           | MEDA 270.                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <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>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>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br>Grading System: <b>Letter Grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): 32 |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>15</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                  |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                   | 15 | Tutorials/workshops | 15 | Supervised laboratory hours (computer lab) | 15 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br><b>PLAR is available for this course.</b> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                     | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                 | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                          | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <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>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                         |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> November 26, 2021                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> December 17, 2021                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> February 25, 2022                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |

**Learning Outcomes**

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

1. Recognize how 3D topology affects deformation in animated characters.
2. Create a rigged character suitable for animation, games, and motion capture.
3. Apply the principles of animation within character animation.
4. Use lighting and surfacing as a look development tool.
5. Recognize how 3D software is used within a larger production context.
6. Discuss how to develop self-directed ideation, problem-solving, and project management skills.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

|              |     |          |     |                |   |
|--------------|-----|----------|-----|----------------|---|
| Assignments: | 40% | Project: | 60% | Quizzes/tests: | % |
|              | %   |          | %   |                | % |

**Details:**

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

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

| Type               | Author or description | Title and publication/access details | Year |
|--------------------|-----------------------|--------------------------------------|------|
| 1. Online resource | Autodesk              | Maya Documentation                   | 2013 |
| 2. Online resource | Adobe                 | Substance Documentation              |      |
| 3.                 |                       |                                      |      |
| 4.                 |                       |                                      |      |

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

Autodesk Maya, Adobe Photoshop, Adobe Substance Painter.

**Course Content and Topics**

Unit 1: Character design and modeling.

- Introduction to character design.
- Drafting character sheets for 3D reference.
- Character modeling practices.
- Topology and polygon count.
- Modeling a face.
- Exploring different modeling techniques.
- How topology affects deformation.
- Modeling a torso, appendages, and clothing.

Unit 2: Surfacing a character

- Planning a UV map.
- UV seams and unfolding practices.
- Character Texturing
- 2D and 3D texture creation.
- UDIMS.
- Material properties.

Unit 3: Character Rigging

- Joints and skin.
- IK and FK controls.
- Rigging and controls.
- Auto rigging techniques.
- Skin Binding
- Defining skin weights.
- Facial rigging, blendshapes, and clusters.
- Animation testing.

**Memo for New Course**

To: CACC, UEC

From: Heather Davis-Fisch

Date: Nov 26, 2021

**Subject: Proposal for new course: MEDA 380 Game Engines II**

1. Rationale for new course:

This course offers students an applied learning experience in creating interactive experiences using a game engine.

This is an expansive area of Media Arts. For students to gain functional proficiency with the software and concepts a second-level course is required. This advanced course builds upon MEDA 280. Students will apply the technical skills they have developed in MEDA 380 in more practical use cases. This course will also emphasize project management, developing organized production pipelines, and utilizing efficient asset management techniques. Each interactive project presents unique design challenges; this course provides an opportunity for students to apply the design thinking skills they have developed in an interactive design context.

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

This course will be a requirement in the Digital Entertainment Arts and Interactive Media concentrations and is one of a required group of courses in the Digital Performance concentration. It will also be a relatively accessible elective to students in other programs.

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

This course directly relates to the program outcomes listed below:

1. Situate digital media in historical, cultural, social, and theoretical contexts.

*All course learning outcomes align with the theoretical context component.*

2. Develop skills in two or more distinct creative fields.

*This course combines traditional artistic expression, digital media technology, UX design, software engineering, and human-computer interaction.*

3. Apply professional communication practices in written, oral, and visual forms.

*The following course learning outcomes align directly with this program learning outcome.*

- *Produce 2D & 3D computer-generated imagery and animation for use in interactive experiences.*
- *Use game engines for architectural, product, and data visualization.*

4. Create compelling narratives and stories using digital media.

*The following course learning outcomes align directly with this program learning outcome.*

- *Apply user experience design concepts to human-computer interaction (HCI) systems.*
- *Engineer games, software, or interactive experiences, using a visual scripting system.*
- *Produce 2D & 3D computer-generated imagery and animation for use in interactive experiences.*

7. Produce creative work using digital media technologies (e.g. films, animation, documentaries, websites, games, interactive learning modules)

*All the course learning outcomes contribute to this program's learning outcome.*

9. Perform in creative and managerial roles to professional standards.

*All the course learning outcomes contribute to this program's learning outcome.*

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?

Visual Arts, Theatre, and Media Arts.

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

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

We seek to infuse Indigenous ways of knowing and recognize Indigenous ways of learning as part of teaching methods that are inherent in applied creative practice courses. Story-telling, land-based learning, communal experiential learning, and reciprocity of exchange in learning circles are incorporated into the delivery of this course.

Students have creative freedom regarding artistic and creative subject matter, and are encouraged to explore theoretical and historical contexts, while developing a respect for cultural perspectives such as indigenous worldviews. Where applicable, the work of Indigenous artists working in media arts will be covered, as well as content in contemporary works of media (film, animation, games).

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

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

- a. Credit value NA
- b. Class size has been increased to support the budget
- c. Frequency of offering This course is included in MEDA enrolment planning going forward.
- d. Resources required (labs, equipment) This course can be offered in the maclab until the proposed PC lab is in place



- e. Note: this course will need to have differential tuition applied, as is in place for all MEDA courses

10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? No

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



ORIGINAL COURSE IMPLEMENTATION DATE: September 2022  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): February 2028  
 Course outline form version: 06/18/2021

## 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> MEDA 380                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Full Title:</b> Game Engines II                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> Media Arts                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Calendar Description:</b><br>Students explore advanced practical uses of game engines, with an emphasis on project management, developing organized production pipelines, and utilizing efficient asset management techniques. Topics will include advanced environmental design, experiential production, game logic engineering, architectural previsualization, and data visualization.       |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                     |           | MEDA 280.                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <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>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>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br>Grading System: <b>Letter Grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): 32 |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>15</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                  |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                   | 15 | Tutorials/workshops | 15 | Supervised laboratory hours (computer lab) | 15 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br><b>PLAR is available for this course.</b> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                     | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                 | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                          | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <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>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                         |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> November 26, 2021                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> December 17, 2021                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> February 25, 2022                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |

**Learning Outcomes**

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

1. Use a game engine for real-time interactive design.
2. Apply user experience design concepts to human-computer interaction (HCI) systems.
3. Engineer games, software, or interactive experiences, using a visual scripting system.
4. Produce 2D and 3D computer-generated imagery and animation for use in interactive experiences.
5. Use proceduralism to generate assets.
6. Use a game engine for experiential production.
7. Use game engines for architectural, product, and data visualization.

**Recommended Evaluation Methods and Weighting** (*Evaluation should align to learning outcomes.*)

|              |     |          |     |                |     |
|--------------|-----|----------|-----|----------------|-----|
| Assignments: | 35% | Project: | 50% | Quizzes/tests: | 15% |
|--------------|-----|----------|-----|----------------|-----|

**Details:**

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

**Texts and Resource Materials** (*Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*)

| Type        | Author or description                           | Title and publication/access details                                                                                 | Year |
|-------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------|
| 1. Textbook | Cookson A, DowlingSoka R, Crumpler C, Johnson T | Unreal Engine 4 Game Development in 24 Hours, Sams Teach Yourself                                                    | 2016 |
| 2. Textbook | Shannon Tom                                     | Unreal Engine 4 for Design Visualization: Developing Stunning Interactive Visualizations, Animations, and Renderings | 2017 |
| 3. Textbook | McCaffrey M                                     | Unreal Engine VR Cookbook: Developing Virtual Reality with UE4                                                       | 2017 |

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

Adobe Photoshop CC, Unreal Engine.

**Course Content and Topics**

Unit 1: Advanced rendering, architectural visualization, and landscape design.

- Real-time rendering methods.
- Target framerates.
- Limitations of a renderer.
- Architectural previsualization.
- Lighting workflows.
- Physically Based Rendering (PBR).
- Advanced PBR materials.
- Optimizing geometry, normals, textures and UVs.
- Level of detail (LOD) systems (eg. nantite).
- Introduction to photogrammetry.
- Introduction to proceduralism.
- Landscape generation.
- Procedural geometry.
- Data-visualization and generating objects, or textures from data.
- Foliage, snow, erosion, and tree distribution.

Unit 2: Experiential production and mixed reality.

- Virtual production technology, and workflows.
- Experiential production.
- AR, VR, MR, simulation.
- Real-time motion-tracking.

Unit 3: 30 Day game design challenge.

- Project planning and designing a pipeline for a game concept
- Asset management.
- References.
- Playtesting.
- Questionnaires.
- AB testing.
- Interpreting data.

**Memo for New Course**

To: CACC, UEC

From: Heather Davis-Fisch

Date: Nov 26 2021

**Subject: Proposal for new course: MEDA 385 Art & Design for Virtual Reality**

1. Rationale for new course:

This course introduces students to the technologies that underpin AR/VR systems offering students a theoretical and applied learning experience in virtual reality content creation and using virtual reality as a creative tool itself.

As more sophisticated AR/VR technology is being developed, an increasing number of industries are developing novel applications which utilize the interactive and passive experiences that AR/VR provides. This course is well suited to all concentrations within the BMA, as VR/AR is being used as a digital art tool, in interactive experiences, in filmmaking, and in performance.

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

This course will be a requirement in the Digital Entertainment Arts and Interactive Media concentrations and is one of a required group of courses in the Digital Performance concentration. It will also be a relatively accessible elective to students in other programs.

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

This course directly relates to the program outcomes listed below:

1. Situate digital media in historical, cultural, social, and theoretical contexts.

*The following course learning outcomes align with the theoretical context component.*

- *Describe the functional aspects of VR/AR/MR technology.*
- *Apply user experience design concepts to human-computer interaction (HCI) systems.*

2. Develop skills in two or more distinct creative fields.

*This course combines traditional artistic expression, digital media technology, UX design, software engineering, and human-computer interaction.*

3. Apply professional communication practices in written, oral, and visual forms.

*The following course learning outcomes align directly with this program learning outcome.*

- *Communicate narratives, dramatic information, ideas, moods, and feelings through computer-generated imagery.*

- *Use appropriate terminology when discussing the technical aspects of 3D digital arts.*

4. Create compelling narratives and stories using digital media.

*The following course learning outcomes align with this program learning outcome.*

- *Create real-time interactive virtual reality experiences.*
- *Produce passive pre-rendered film, animation, and sculptural spaces for virtual reality*

6. Produce creative work using digital media technologies (e.g. films, animation, documentaries, websites, games, interactive learning modules)

*The following course learning outcomes align with this program learning outcome.*

- *Create virtual reality content using virtual reality as a creative tool.*
- *Create real-time interactive virtual reality experiences.*
- *Produce passive pre-rendered film, animation, and sculptural spaces for virtual reality.*
- *Apply user experience design concepts to human-computer interaction (HCI) systems.*
- *Use real-time software for virtual production and immersive audience experiences.*

9. Perform in creative and managerial roles to professional standards.

*All the course learning outcomes contribute to this program learning outcome.*

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?

Visual Arts, Theatre, and Media Arts.

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

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

We seek to infuse Indigenous ways of knowing and recognize Indigenous ways of learning as part of teaching methods that are inherent in applied creative practice courses. Story-telling, land-based learning, communal experiential learning, and reciprocity of exchange in learning circles are incorporated into the delivery of this course.

Students have creative freedom regarding artistic and creative subject matter, and are encouraged to explore theoretical and historical contexts, while developing a respect for cultural perspectives such as Indigenous worldviews. Where applicable, the work of Indigenous artists working in media arts will be covered, as well as content in contemporary works of media (film, animation, games).

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

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

- a. Credit value NA

- b. Class size has been increased to support the budget
- c. Frequency of offering This course is included in MEDA's enrolment planning.
- d. Resources required (labs, equipment) This course can be offered in the maclab until the proposed PC lab is created.
- e. Note: this course will need to have differential tuition applied, as is in place for all MEDA courses

10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? No

11. Estimate of the typical costs for this course, including textbooks and other materials: \$150

**CWC comment and response:**

- Prerequisites do not appear to be sufficient for success in this course. The calendar description and learning outcomes seem to indicate that students will also need some technical skills in order to be successful.  
*Please change to MEDA 270, MEDA 280, or THEA 311.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2022  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): February 2028  
 Course outline form version: 06/18/2021

## 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> MEDA 385                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Full Title:</b> Art and Design for Virtual Reality<br><b>Course Short Title:</b> Art and Design for VR                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department (or program if no department):</b> Media Arts                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Calendar Description:</b><br>Students explore the technologies that underpin AR/MR/VR and motion tracking. This includes theoretical and applied learning experiences in virtual reality content creation and using virtual reality as a creative tool itself. Students also explore virtual production technology for visual effects, and innovative ways to fuse physical and virtual experiences for experiential installations. |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                        |           | One of MEDA 270, MEDA 280, or THEA 311.                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <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>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>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br>Grading System: <b>Letter Grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): 32 |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>15</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                     |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                   | 15 | Tutorials/workshops | 15 | Supervised laboratory hours (computer lab) | 15 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br><b>PLAR is available for this course.</b> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                        | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                    | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                             | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <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>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                         |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> November 26, 2021                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> December 17, 2021                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> February 25, 2022                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                      |  |

**Learning Outcomes**

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

1. Describe the functional aspects of VR/AR/MR technology.
2. Create virtual reality content using virtual reality as a creative tool.
3. Create real-time interactive virtual reality experiences.
4. Produce passive pre-rendered film, animation, and sculptural spaces for virtual reality.
5. Apply user experience design concepts to human-computer interaction (HCI) systems.
6. Use real-time software for virtual production and immersive audience experiences.

**Recommended Evaluation Methods and Weighting** (Evaluation should align to learning outcomes.)

|          |      |   |   |
|----------|------|---|---|
| Project: | 100% | % | % |
|----------|------|---|---|

**Details:**

Project 1 (20%): Produce a VR tour or VR film

Project 2 (40%): Produce an animated VR experience

Project 3 (40%): Experiential production

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

**Texts and Resource Materials** (Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)

| Type        | Author or description | Title and publication/access details                                                                                 | Year |
|-------------|-----------------------|----------------------------------------------------------------------------------------------------------------------|------|
| 1. Textbook | Greengard S           | Virtual Reality The MIT Press Essential Knowledge series                                                             | 2019 |
| 2. Textbook | Shannon Tom           | Unreal Engine 4 for Design Visualization: Developing Stunning Interactive Visualizations, Animations, and Renderings | 2017 |
| 3. Textbook | McCaffrey M           | Unreal Engine VR Cookbook: Developing Virtual Reality with UE4                                                       | 2017 |
| 4.          |                       |                                                                                                                      |      |

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

Adobe Photoshop CC, Unreal Engine.

**Course Content and Topics**

Unit 1: Introduction to VR/AR/MR technology

- Introduction to VR hardware.
- Principles of monoscopy, stereoscopy, inter-pupillary distance, and field of view.
- Design challenges.
- Stereoscopic live VR filmmaking
- Storytelling in VR.
- Editing in VR.
- Stitching video.
- VR film dissemination (YouTube, Oculus Store, WebVR)

Unit 2: Creative VR Applications.

- VR illustration and sculpture.
- VR concept design, and 3D modeling.
- Animating in VR

Unit 3: Experiential production

- Virtual production technology, and workflows.
- Experiential production.
- Real-time motion-tracking.
- Augmented reality applications.
- Social media and the metaverse.
- Fusing physical and virtual experiences for installations.
- Innovating experiences for audiences of the future.



**Memo for New Course**

To: CACC, UEC

From: Heather Davis-Fisch, SoCA Director

Date: November 26 2021

**Subject: Proposal for new course SOCA 401: Critical Theory for Creative Arts**

1. Rationale for new course, including how this course fits into the program(s):

Following the formation of the School of Creative Arts, it became clear that there was significant overlap in content between the existing THEA 401 and AH/VA 401 courses. In addition, the Theatre, Visual Arts, and Art History programs have all articulated an increased desire for interdisciplinary course offerings for program students, so that they can see how different fields of artistic practice and different theories and methods relate to one another. As part of revisions to the core requirements of the Bachelor of Media Arts program, the program committee revised the program's learning outcomes and the process of curriculum mapping revealed a need for curriculum addressing the relationship between critical/cultural theory and digital media production.

SOCA 401 will replace THEA 401 and AH/VA 401 and will be a requirement in the Bachelor of Media Arts core. Program changes to the BA, Theatre Major, and the BFA, VA Major will be forthcoming when this course is approved. The course will address typically low enrolment in AH/VA 401 and THEA 401, allow for an annual offering of upper-level theory to serve Theatre Majors completion planning.

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

- Theatre: SOCA 401 aligns with the following Theatre Major PLOs: Integrate performance theory and performance practice in both creative and scholarly activities; Critically analyze contemporary and historical performances, from a range of world cultures; Appreciate how theatre is inter-related to knowledge and skills in other disciplines; Develop methods for generating, investigating, and responding to performative research questions; Communicate effectively in written, verbal, and non-verbal languages in a variety of contexts and settings, using current technologies appropriately; and Articulate why performance matters—to themselves, to communities, historically, and in the present
- Visual Arts: SOCA 401 aligns with the following VA Major PLOs: Analyze formal and conceptual links between disciplines; Analyze contemporary and historical art and visual culture, including examples of non-western and Indigenous art; Communicate effectively, with an awareness of context and audience; Utilize creative and applied research methods; Behave ethically in relation to arts practices; Articulate why art matters – to themselves, to communities, historically, and in the present; and Participate respectfully in dialogue within a diverse community
- Media Arts: SOCA 401 aligns with the following MEDA PLOs: Situate digital media in historical, cultural, social, and theoretical contexts; Apply professional communication practices in written, oral, and visual forms. It also contributes to the delivery of the following PLOs: Develop skills in two of more distinct creative fields (by developing students' awareness of the theoretical,

practical, and methodological frames of multiple creative fields); Develop self-directed ideation, problem solving, & project management skills (through the completion of research-based course learning outcomes); Apply ethical principles in information sharing, intellectual property, and media law (by informing students about the ways that race, gender, culture, and class are related to ethics around appropriation/knowledge, lived experience, and representation)

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

No.

4. Which program areas have been consulted about the course? All SOCA program areas (Art History, Visual Arts, Media Arts, Film, Theatre)
5. If a new discipline designation is required, explain why: This course incorporates theories, methodologies and practices drawn from critical theory and cultural studies, and applies them to multiple fields of creative practice. The new discipline designation – SOCA – stands for School of Creative Arts and signals that the course content and approaches spans the disciplines that comprise the School.
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

The course content will include Indigenous theories, methodologies, and examples of creative practices. The interdisciplinary nature of this course, in contrast to those it replaces, recognizes that distinctions between fields of creative practice reflect western ways of knowing and being and instead examines artistic practices as interrelated, culturally specific, and relationally, reflecting Indigenous ways of knowing and being. In this course, students will develop self-positionality and will consider course content holistically, integrating critical analysis with personal reflection and responses, and integrating theory with their own creative practices. The course will recognize the unique contributions and life experiences each student brings through delivery methods that include peer teaching, reading circles, embodied activities, and student-led teaching. The major project in the course (a research project, accompanied by an oral presentation) will allow students to identify and pursue their own research interests, to have agency in determining the theories and research/analytic methods to focus on, and to incorporate topics that relate to their own lived experiences and histories.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

The course content covers major topics relevant to EDI, including critical race theory, theories of gender and sexuality, intersectionality, and decolonial theory. Students will need to connect these readings to their own lived, embodied experiences and reflect critically on those experiences. The relationship between these theories and broader questions of social justice, decolonization, and representation will be foregrounded through how class discussions are framed and by the creative practice examples selected to accompany theoretical readings.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.):

This course will include experiential learning, and students will be required to participate in cultural events and experiences, such as visiting art galleries or museums, participating in cultural experiences (e.g. festivals, cultural gatherings), and attending performances. Because of the interdisciplinary nature of the course, we plan to include guest lecturers, drawn from SoCA faculty or more broadly, to ensure that students are able to understand how to contextualize their disciplinary training and that program-level learning outcomes are addressed through the interdisciplinary course content.

9. Estimate of the typical costs for this course, including textbooks and other materials: \$150 for students; guest lecturers would also receive honorariums for their contributions (covered through College of Arts or SoCA operating budget).

**CWC comment and response:**

- If the intention is to discontinue THEA 401 and AH 401/VA 401 when this course comes into effect, Screening suggests adding that request to this proposal so that all calendar changes can be made at the same time.

*We will be discontinuing THEA 401 and VA/AH 401 after successfully offering SOCA 401 once (in fall 2022). The areas wish to retain the current courses in calendar until that time.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2022  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): February 2028  
 Course outline form version: 09/08/2021

## 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> SOCA 401                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Critical Theory for Creative Arts<br><b>Course Short Title:</b> Critical Theory: Creative Arts                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department (or program if no department):</b> School of Creative Arts                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students become familiar with a range of theoretical and methodological approaches to creative arts and apply theory to arts practices including digital media, visual art, film, and performance. Examples of Indigenous theories, methodologies, and creative practices are incorporated into the course.<br><br>Note: Students with credit for THEA 401, AH 401, or VA 401 cannot take this course for further credit. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                           |           | 60 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>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>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>35</td> </tr> <tr> <td>Tutorials/workshops</td> <td>10</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                    |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 35 | Tutorials/workshops | 10 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                           | 35        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                       | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                               |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> Nov 26, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> December 17, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> February 25, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Explain major theoretical perspectives and methodologies relevant to the production and reception of creative arts practices.
2. Apply concepts from theoretical readings to the analysis of creative works.
3. Develop a research methodology appropriate to a self-identified research problem.
4. Present research, orally and in writing.
5. Articulate how critical theories are relevant to the students' chosen artistic discipline(s).
6. Explain how critical theory can contribute to social justice, decolonization, and changes in representational practices.
7. Demonstrate self-awareness by critically locating oneself in relation to readings and artistic/creative examples.
8. Incorporate critical theories into artistic practice.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

|              |     |          |     |  |   |
|--------------|-----|----------|-----|--|---|
| Assignments: | 60% | Project: | 40% |  | % |
|              | %   |          | %   |  | % |

**Details:**

Responses to readings and artistic examples: 20%

Seminar: 15%

Practice-based workshop(s):15%

Oral presentation of research: 10%

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

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

| Type        | Author or description                                                                      | Title and publication/access details                                                                      | Year |
|-------------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------|
| 1. Textbook | Badmington, Neil and Julia Thomas (eds)                                                    | The Routledge Critical and Cultural Theory Reader                                                         | 2013 |
| 2. Textbook | Collins, Patricia Hill and Sirma Bilge                                                     | Intersectionality                                                                                         | 2020 |
| 3. Textbook | Merson, Emily                                                                              | Creative Presence: Settler Colonialism, Indigenous Self-Determination and Decolonial Contemporary Artwork | 2020 |
| 4. Other    | Live performances, installations, films that are available at the time of course offerings |                                                                                                           |      |
| 5.          |                                                                                            |                                                                                                           |      |

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

Students may be required to attend performances or screenings, visit galleries, and participate in cultural activities

**Course Content and Topics**

Each topic will be addressed through foundational or newly emerging critical theory readings, accompanied by current examples, drawn from multiple creative practice disciplines. The course will incorporate guest lectures from areas of artistic/creative practice that complement the course instructor's disciplinary expertise.

- Overview of discursive formations in digital media, film studies, performance studies, and visual culture,
- Modernism(s) and postmodernisms
- Ways of seeing and receiving cultural production: semiotics and phenomenology
- Structuralism and deconstruction
- Ideology
- Authenticity
- Psychoanalytic theory
- Critical race theory
- Postcolonialism, decolonial theory, and Indigenous resurgence
- Gender and sexuality
- Affect theory

**Memo for Program Changes**

To: CACC, UEC

From: Heather Davis-Fisch, SOCA director

Date: January 10 2022

**Subject: Program changes to Bachelor of Arts, Theatre Major, Bachelor of Fine Arts, Visual Arts 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): In order to reflect the School of Creative Arts' emphasis on interdisciplinarity, to address curriculum duplication, and to respond to enrolment trends, the School has created SOCA 401 (Critical Theory for Creative Arts). This course will replace the existing THEA 401, AH 401, and VA 401 (which will be discontinued) as a requirement for the two degrees. It is also part of the proposed changes to the Bachelor of Media Arts degree requirements.

The VA calendar copy attached here also includes three minor changes to program requirements, replacing AH 102 with AH 100, adding AH 321 to upper year choices, and requiring students to take one of AH 204 or AH 321 to complete the Major: these three changes are intended to ensure that students in the VA Major take courses with Indigenous content at a minimum of two points in their program.

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

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

SOCA 401's course content will include Indigenous theories, methodologies, and examples of creative practices. The interdisciplinary nature of this course, in contrast to those it replaces, recognizes that distinctions between fields of creative practice reflect western ways of knowing and being and instead examines artistic practices as interrelated, culturally specific, and relationally, reflecting Indigenous ways of knowing and being. In this course, students will develop self-positionality and will consider course content holistically, integrating critical analysis with personal reflection and responses, and integrating

theory with their own creative practices. The course will recognize the unique contributions and life experiences each student brings through delivery methods that include peer teaching, reading circles, embodied activities, and student-led teaching. The major project in the course (a research project, accompanied by an oral presentation) will allow students to identify and pursue their own research interests, to have agency in determining the theories and research/analytic methods to focus on, and to incorporate topics that relate to their own lived experiences and histories.

VA Major changes are intended to ensure that the Major is more indigenized, by requiring students to take a course with global vs western content at the 100-level and by requiring students to take a course whose content focused on Indigenous art history in a Canadian context at the 200- or 300-level.

5. Will additional resources be required? If so, how will these costs be covered? No, this change reduces resources required to serve the programs.
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 in the theatre major will have increased access to the upper-year theory capstone (SOCA 401 will be offered annually instead of in alternating years). This change will not impact enrolment in either 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? This course is 3 credits and replaces a 4 credit course in each program. Both programs still include enough upper-year credits for degree requirements.
8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) Seats in AH 401, VA 401, and THEA 401 will become seats in SOCA 401, which will be offered annually in fall; these existing courses will be deleted. All SoCA courses are timetabled together by the school director, and SOCA 401 will be prioritized to eliminate conflicts with other courses required by each program at the upper level.
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. Yes, students will now be required to take this course instead of program-specific (e.g. THEA/VA coded) courses.
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.

## Theatre major

Upper-level requirements: 3~~1~~<sup>2</sup> credits

| Course                                 | Title                                 | Credits |
|----------------------------------------|---------------------------------------|---------|
| <b>Upper-level performance studies</b> |                                       |         |
| <b>One of:</b>                         |                                       | 4       |
| THEA 301/ ENGL 365                     | Theatrical Modernisms                 |         |
| THEA 302                               | Canadian Performance History          |         |
| THEA 303                               | Gender and Performance                |         |
| THEA 304                               | Applied Theatre                       |         |
| THEA 305                               | Theatre for Young Audiences           |         |
| THEA 306/ MUSC 306                     | History of Musical Theatre            |         |
| THEA 307                               | Intercultural Theatre and Performance |         |
| THEA 360                               | Special Topics in Performance Studies |         |
| <b>Upper-level creative practice</b>   |                                       |         |



|                           |                                                          |    |
|---------------------------|----------------------------------------------------------|----|
| <b>One of:</b>            |                                                          | 4  |
| THEA 311                  | Digital Performance                                      |    |
| THEA 312                  | Acting III: Advanced Scene Study and Auditioning         |    |
| THEA 314                  | Postmodern Approaches to Physical Performance            |    |
| THEA 315                  | Voice and Body II                                        |    |
| THEA 316                  | Special Topics in Acting and Performance                 |    |
| THEA 351                  | Directing I                                              |    |
| THEA 352                  | Devised Theatre I                                        |    |
| THEA 370                  | Design for the Theatre                                   |    |
| THEA 399                  | Intermediate Practicum in Theatre                        |    |
| <b>Theory requirement</b> |                                                          |    |
| THEA-SOCA 401             | Performance Theory/Critical Theory for Creative Practice | 34 |

| <b>Capstone requirement</b>          |                                          |    |
|--------------------------------------|------------------------------------------|----|
| <b>One of:</b>                       |                                          | 4  |
| THEA 451                             | Directing II                             |    |
| THEA 452                             | Devised Theatre II                       |    |
| THEA 490                             | Directed Studies in Theatre              |    |
| THEA 499                             | Advanced Practicum in Theatre            |    |
| <b>Upper-level Theatre electives</b> |                                          |    |
| Plus:                                | Four additional upper-level THEA courses | 16 |

Note 1: Students planning to take upper-level acting courses should review prerequisites for these courses when selecting lower-level Theatre electives.

Note 2: Students may use only six credits of lower-level practicum courses and eight credits of upper-level practicum courses toward meeting the requirements for the Theatre major. Students may use up to three additional lower-level practicum credits to meet BA electives.

Note 3: Most upper-level performance studies and creative practice courses are offered in alternating years.

## Theatre extended minor

Upper-level requirements: 19-20 credits

| Course                                 | Title                                        | Credits     |
|----------------------------------------|----------------------------------------------|-------------|
| <b>Upper-level performance studies</b> |                                              |             |
| <b>One of:</b>                         |                                              | <u>3-44</u> |
| THEA 301/ ENGL 365                     | Theatrical Modernisms                        |             |
| THEA 302                               | Canadian Performance History                 |             |
| THEA 303                               | Gender and Performance                       |             |
| THEA 304                               | Applied Theatre                              |             |
| THEA 305                               | Theatre for Young Audiences                  |             |
| THEA 306/ MUSC 306                     | History of Musical Theatre                   |             |
| THEA 307                               | Intercultural Theatre and Performance        |             |
| THEA 360                               | Special Topics in Performance Studies        |             |
| <u>SOCA 401</u>                        | <u>Critical Theory for Creative Practice</u> |             |

|                                      |                                                  |   |
|--------------------------------------|--------------------------------------------------|---|
| <b>Upper-level creative practice</b> |                                                  |   |
| <b>One of:</b>                       |                                                  | 4 |
| THEA 311                             | Digital Performance                              |   |
| THEA 312                             | Acting III: Advanced Scene Study and Auditioning |   |
| THEA 314                             | Postmodern Approaches to Physical Theatre        |   |
| THEA 315                             | Voice and Body II                                |   |
| THEA 316                             | Special Topics in Acting and Performance         |   |
| THEA 351                             | Directing I                                      |   |
| THEA 352                             | Devised Theatre I                                |   |
| THEA 370                             | Design for the Theatre                           |   |
| THEA 399                             | Intermediate Practicum in Theatre                |   |
| <b>Upper-level Theatre electives</b> |                                                  |   |

|       |                                           |    |
|-------|-------------------------------------------|----|
| Plus: | Three additional upper-level THEA courses | 12 |
|-------|-------------------------------------------|----|

Note: Students should note that most upper-level theatre courses are offered every other year.

Please contact the Theatre department at [theatre@ufv.ca](mailto:theatre@ufv.ca) for information on which courses are being offered.

## Theatre minor

Upper-level requirements: 15-16 credits

| Course                                 | Title                        | Credits    |
|----------------------------------------|------------------------------|------------|
| <b>Upper-level performance studies</b> |                              |            |
| <b>One of:</b>                         |                              | <u>3-4</u> |
| THEA 301/ ENGL 365                     | Theatrical Modernisms        | <u>4</u>   |
| THEA 302                               | Canadian Performance History | <u>4</u>   |
| THEA 303                               | Gender and Performance       | <u>4</u>   |
| THEA 304                               | Applied Theatre              | <u>4</u>   |

|                                      |                                                  |                 |
|--------------------------------------|--------------------------------------------------|-----------------|
| THEA 305                             | Theatre for Young Audiences                      | <u>4</u>        |
| THEA 306/ MUSC 306                   | History of Musical Theatre                       | <u>4</u>        |
| THEA 307                             | Intercultural Theatre and Performance            | <u>4</u>        |
| THEA 360                             | Special Topics in Performance Studies            | <u>4</u>        |
| <b>SOCA 401</b>                      | <b>Critical Theory for Creative Practice</b>     | <b><u>3</u></b> |
| <b>Upper-level creative practice</b> |                                                  |                 |
| <b>One of:</b>                       |                                                  | <b>4</b>        |
| THEA 311                             | Digital Performance                              |                 |
| THEA 312                             | Acting III: Advanced Scene Study and Auditioning |                 |
| THEA 314                             | Postmodern Approaches to Physical Performance    |                 |
| THEA 315                             | Voice and Body II                                |                 |
| THEA 316                             | Special Topics in Acting and Performance         |                 |
| THEA 351                             | Directing I                                      |                 |

|                                      |                                         |   |
|--------------------------------------|-----------------------------------------|---|
| THEA 352                             | Devised Theatre I                       |   |
| THEA 370                             | Design for the Theatre                  |   |
| THEA 399                             | Intermediate Practicum in Theatre       |   |
| <b>Upper-level Theatre electives</b> |                                         |   |
| Plus:                                | Two additional upper-level THEA courses | 8 |

Note: Students should note that most upper-level theatre courses are offered every other year.

Please contact the Theatre department at [theatre@ufv.ca](mailto:theatre@ufv.ca) for information on which courses are being offered.

## Visual Arts major

...

### Art History: 20 credits

| Course                  | Title                                                                                                  | Credits |
|-------------------------|--------------------------------------------------------------------------------------------------------|---------|
| AH 1002                 | History of Art and Culture in a Global Context<br>Art and Culture in the West from 1400 to the Present | 3       |
| Plus:                   | One additional 100-level AH course                                                                     | 3       |
| AH 200                  | Art History and Its Methods                                                                            | 3       |
| Plus:                   | One additional 200-level AH course <a href="#">(see Note)</a>                                          | 3       |
| <a href="#">One of:</a> |                                                                                                        | 4       |
| AH 315                  | Arts in Context: Contemporary                                                                          | 4       |
| <del>or</del> AH 321    | Canada: Contact Zone <a href="#">(see Note)</a>                                                        |         |
| <del>or</del> AH 324    | Arts in Context: Avant-Garde Art, 1900-1945                                                            |         |
| Plus:                   | One additional 300-level AH course                                                                     | 4       |

[Note: Students must complete one of AH 204 or AH 321.](#)



Capstone courses: 156 credits

| Course                 | Title                                              | Credits |
|------------------------|----------------------------------------------------|---------|
| VA 360                 | Professional Development and Practices             | 3       |
| VA 401/AH 401 SOCA 401 | Senior Seminar I Critical Theory for Creative Arts | 34      |
| VA 402                 | Senior Studio I                                    | 3       |
| VA 403/AH 403          | Senior Seminar II                                  | 3       |
| VA 404                 | Senior Studio II                                   | 3       |

## Additional requirements for BFA with a Visual Arts major

Additional program requirements will be met in part by fulfilling the requirements noted above. The following must also be included in the 120 credits required for the BFA:

- At least 15 upper-level credits that count towards the major must be completed at UFV.
- The following courses must be completed at UFV, and may not be acquired through transfer or PLAR: AH 401/VA 401, VA 402, AH 403/VA 403, and VA 404.
- Within the 2420 Art History credits required for the major, students must take one of AH 204 or AH 321

**Memo for Program Changes**

To: CACC, UEC

From: Heather Davis-Fisch, SoCA director

Date: November 26, 2021

**Subject: Program change to Bachelor of Media Arts, Applied Interactive Media Concentration, Digital Art Concentration, Media and Performance Concentration, Screen Studies Concentration**

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

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

2. Rationale for change(s): The Bachelor of Media Arts degree was developed over ten years ago, although it was only implemented in 2017, and when it was implemented, only minor revisions were made to curriculum (mainly to eliminate hidden prerequisites and reflect current course offerings). Since the degree was designed, media arts fields have dramatically transformed; the program is not responding to industry demands or to student expectations. In addition, since the degree was designed, the Theatre Major and the Graphic and Digital Design Major have been introduced and those majors overlap substantially with existing concentrations. Finally, the existing program is difficult for students to navigate or complete in a timely manner because of the frequency of offerings of specific courses required for concentrations.

**CORE:**

- MEDA 222 is no longer required – content is more relevant to GDD students and is not required to meet program learning outcomes
- Written presentation – options have been updated to include CMNS choices as well as creative writing courses. Choices will make it easier for students to meet this requirement, particularly because many choices are not offered each semester.
- Oral presentation – moved from core to concentrations, with a specific choice required in each concentration (THEA 111 for concentrations where focus is on verbal/kinesthetic competence and listening/responding, THEA 112 for concentrations where character development is significant)

- Historical and theoretical content is now in concentration requirements and is specific to discipline(s) that inform field
- Digital technologies – choice has been replaced with MEDA 110 and MEDA 210, increase from 3 credits to 6 credits in core. Students need foundational skills at lower level to support learning in concentrations; this ensures that skills in core are relevant to both core learning outcomes and to all concentrations. Courses in digital imaging and digital concept art are standard curriculum in other digital media post secondary programs.
- Removal of MACS 369 and MACS 224 or MACS 460 – content does not contribute to delivery of program learning outcomes; relevant components of course content are duplicated in MEDA 350.
- Addition of VA 113 – all concentrations require students to have basic understanding of visual composition and principles; this is a foundational skill in digital media programs.
- Addition of ENGL 253/THEA 250 or IPK 277 – this contributes to program learning outcome of create compelling narratives and stories using digital media and to Indigenization
- Addition of THEA 205– this contributes to program outcome of situate digital media as both an object of study and a lens through which to explore historical, cultural, social, and theoretical contexts used in creating digital media as a performance and as a way to view how individual perform through the use of digital media
- Addition of SOCA 401 – this allows students to achieve learning outcome of situating digital media in historical, cultural, social, and theoretical context at graduate-ready level

**Interactive Media concentration (changed from Applied Interactive Media concentration):**

- Name change, description change, and updated learning outcomes to reflect industry standards and career pathways and differentiate concentration from GDD Major
- Removal of CIS and COMP requirements – students from arts often cannot access seats in these courses and GD 204 teaches skills students need to meet program learning outcomes related to web design; students can use COMP or CIS credit to meet requirements still
- Removal of GDD specific courses and replacement with MEDA specific courses (MEDA 270, MEDA 280, MEDA 370, MEDA 380, MEDA 385) – reflects student demand, labour market demands and expected areas of growth, transitions MEDA program to current content in terms of technical skills, creative industry realities, and growth areas

**Digital Entertainment Arts concentration (changed from Digital Art concentration):**

- Name change, description change, and updated learning outcomes to clarify types of creative practice included in concentration, career pathways, and clarify difference between this concentration within BMA and course options within the VA Major in BFA
- Curriculum emphasizes skills related to animation, game design, concept art, and visual effects; removal of digital video, digital photo, and image/sound/performance art as students who wish to focus on these areas should be in VA Major.
- Historical content choices include introductory courses that include modern art history content
- Addition of figure drawing, figure painting or drawing II, and painting/drawing III to ensure students have fundamental artistic/technical skills required by industry

**Digital Performance concentration (changed from Media and Performance concentration):**

- Name change, description change, and updated learning outcomes to reflect disciplinary terminology, changes in this field of creative practice
- The existing program essentially duplicates the theatre extended minor, with prescribed upper level choices. The revised program recognizes that students interested in digital performance are generally interested in one of three career paths: becoming a performer in digital performance forms, working at the intersection of digital media and performance (e.g. creating immersive experiences, creating VR experiences) or heavily incorporating digital scenography and/or telematic performance into performance creation. The choices in the concentration, at the 200 and 300 level, allow students to customize the concentration based on their specific interests.
- Requirement of Devised Theatre I instead of choice between Devised and Directing – ensures students gain experience collaboratively creating new performances
- Requirement of THEA 125 instead of traditional technical theatre – THEA 125 includes content more relevant to digital media in performance

**Film concentration (changed from Screen Studies concentration)**

- The content of this concentration has shifted, from a studies-based program that included some applied content to a program that integrates film studies and film production/applied digital media much more evenly. Changes reflect industry demand and employment opportunities in the lower mainland and also builds on existing faculty expertise and strengths in film studies, as a liberal arts/humanities field, to create a comprehensive program.
- Screen writing is included in film production courses, so is no longer required in this concentration. Students will be advised to take ENGL 208 as part of core requirements
- FILM 120 will be discontinued and replaced by FILM 211 (Film in a Global Age) and FILM 212 (History of Film), FILM 220 (India on Film) and FILM 200 (Special Topics in Film) are moved to 300-level, with two new courses (FILM 311 Gender, Sexuality and Film; FILM 313 Indigenous Film) to create three-years of film studies content. MACS 399K Globalization and Film is included as an option. This is also in anticipation of a potential Film Studies Minor.
- The concentration is much more prescriptive: the previous concentration was very difficult for students to complete, because most courses included are offered in alternating years, include multiple prerequisites, and/or are not offered regularly. The required courses in the revised concentration will be offered at least annually and, because all courses are within SOCA, we can control course plans and timetabling to make sure students can complete the concentration in a timely manner

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

| Program Outcome                                                                | ILO                                  |
|--------------------------------------------------------------------------------|--------------------------------------|
| Situate digital media in historical, cultural, social, and theoretical context | Analyze critically and imaginatively |

|                                                                                                                                              |                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Develop skills in two or more distinct creative fields                                                                                       | Use knowledge and skills proficiently                                                                      |
| Apply professional communication practices in written, oral, and visual forms                                                                | Communicate effectively                                                                                    |
| Create compelling narratives and stories using digital media                                                                                 | Contribute regionally and globally                                                                         |
| Develop collaborative creative team skills                                                                                                   | Engage in collaborative leadership                                                                         |
| Develop self-directed ideation, problem solving, and project management skills                                                               | Initiate inquiries and develop solutions to problems<br>Pursue self-motivated and self-reflective learning |
| Produce creative work using digital media technologies (e.g. films, animation, documentaries, websites, games, interactive learning modules) | Analyze critically and imaginatively<br>Contribute regionally and globally                                 |
| Apply ethical principles in information sharing, intellectual property, and media law                                                        | Demonstrate information competency<br>Engage in respectful and professional practices                      |
| Perform in creative and managerial roles to professional standards                                                                           | Engage in respectful and professional practices<br>Communicate effectively                                 |

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

Program revisions include the introduction of several required core courses – MEDA 110, MEDA 210, SOCA 401 – and several new required concentration courses – MEDA 270, MEDA 280, MEDA 330, MEDA 370, MEDA 380, MEDA 385 All of these courses address Indigenization at both a component of course content and throughout teaching methods, including through story-telling, land-based learning, communal experiential learning, and learning circles; these are methods inherent in applied creative practice courses. The BMA provides students with creative freedom regarding artistic and creative subject matter, and students are encouraged to explore theoretical and historical contexts, while developing a respect for cultural perspectives such as Indigenous worldviews.

The program now includes a core requirement that students take either ENGL 253/THEA 250 or IPK 277, which ensures that all students in the program encounter Indigenous worldviews, creative practices, approaches to narrative and story, and ways of knowing and being within the program's core.

We expect that Indigenous students will find the program provides ways for them to explore cultural identity, traditions, and stories and provides them with technical and artistic skills to enter digital creative industries. It is important to note the highly significant contributions Indigenous artists have made in digital fields, such as gaming, film, animation, and podcasting, and that including examples of the works of Indigenous creative artists, whether as course content, through guest speakers, or through experiential learning, will be included in courses whenever possible.

5. Will additional resources be required? If so, how will these costs be covered? At this time, the School of Creative Arts and the College of Arts can provide the resources necessary to support these program changes, through enrolment planning, previous capital purchases, and existing facilities. However, in order to support further growth of the Media Arts program, both in terms of development of curriculum and enrolment growth, the area will require a PC lab (proposal has been made); the program is also highly dependent on computer refreshes/upgrades, software licenses, and digital equipment such as cameras, VR headsets, etc. The differential tuition rate supports this in part; however, digital media fields are costly to support and the School and College of Arts do need to plan for how to financially support program growth and the currency of curriculum.

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

These changes will increase enrolment in the program, as they reflect student demand we have been hearing about since the program was launched. The courses that are being introduced are in areas of not only industry need but also intense student interest. The program changes will make it easier for students to progress through program requirements in a timely way. In addition, the concentrations are now organized in ways that reflect clusters of industry practice, so students will be better able to select concentrations based on their employment plans and interests.

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?

|                                             | Current Program | Proposed Program |
|---------------------------------------------|-----------------|------------------|
| Core - lower                                | 27              | 30               |
| Core - upper                                | 24              | 19               |
| Applied Interactive Media/Interactive Media | 44              | 30-31            |
| Digital Art/Digital Entertainment Arts      | 40              | 33               |
| Media and Performance/Digital Performance   | 37-38           | 32-35            |
| Screen Studies/Film                         | 34-36           | 36               |
| Total credits (core plus concentration)     | 85-95           | 79-85            |

Overall, more courses will be offered within the discipline (MEDA), particularly to serve the concentrations, and more courses will be offered in FILM to support the revised concentration.

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.)

New MEDA courses will be rolled out between Fall 2023 and Winter 2025. All courses that will be launched in 2022-23 are included in the area's enrolment plan already. Over the three-year period, the changes will require 2 additional sections in 2023-24 and 1 additional section in 2024-25.

New FILM courses can be introduced within the VA/AH/FILM area's current enrolment plan, with 1 additional section requested for 2023-24 to support introduction of upper-level courses.

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

Because the core and concentrations included so many choices within categories, this is difficult to ascertain. Complicating this is that since the BMA launched, we have frequently approved program substitutions when students could not take core courses (because of timetabling conflicts, frequency of offerings, or inability to get seats in sections), this has been a particular issue with the upper level MACS requirement, with CIS/COMP requirements, and with clusters of electives in the Screen Studies concentration. Overall, because the BMA has a relatively small number of students, and because the program included so many options and frequent substitutions, we do not expect that program areas outside of SoCA will see significant impacts on enrolment.

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. See attached.

**CWC comment:**

- If the Interactive Media Leadership concentration will be discontinued (or suspended), this can be done through the program suspension and discontinuance process.

## Bachelor of Media Arts degree

The Bachelor of Media Arts prepares students for the changing demands of digital media industries by training technically skilled, creative, collaborative artists, with an awareness of the history and ethical demands of digital media field. Students gain professional communication, creative problem solving, and project management skills. Concentrations allow students to specialize based on their chosen career paths and creative passions.

~~The Bachelor of Media Arts prepares students for creative production in digital media. Technical skills, both in digital media and in traditional artistic practice, are combined with media theory and communication skills to prepare graduates for a rapidly changing work environment. BMA disciplines include Art History, Communications, Computer Information Systems, Computing Science, English, Film, Graphic Design, Media Arts, Media and Communications Studies, Theatre, and Visual Arts.~~

## Program learning outcomes

Upon successful completion of the BMA, students will be able to:

1. Situate digital media in historical, cultural, social, and theoretical context.
  2. Develop skills in two or more distinct creative fields.
  3. Apply professional communication practices in written, oral, and visual forms.
  4. Create compelling narratives and stories using digital media
  5. Develop collaborative creative team skills
  6. Develop self-directed ideation, problem solving, and project management skills.
  7. Produce creative work using digital media technologies (e.g. films, animation, documentaries, websites, games, interactive learning modules)
  8. Apply ethical principles in information sharing, intellectual property, and media law
  9. Perform in creative and managerial roles to professional standards.
- ~~• Develop work that engages interdisciplinary creative practices.~~
  - ~~• Use digital technologies to create work that integrates existing and new forms of knowledge, practice, and production.~~
  - ~~• Situate digital media within historical and theoretical contexts.~~
  - ~~• Identify the drivers of change in the digital media industry.~~
  - ~~• Evaluate their role as content creators, and analyze the social impact of their work.~~
  - ~~• Employ the basic skills required to run a small or self-employed business in this sector.~~



~~including skills in project management, labour management, client relations, marketing, and financial planning.~~

- ~~• Pitch ideas to funders using oral or written presentations.~~
- ~~• Apply knowledge of media law to discern legal issues, protect their own intellectual property, and respect the intellectual property of others.~~
- ~~• Make ethical choices within the framework of digital media collaboration and information sharing.~~
- ~~• Contribute constructively as part of a creative team.~~
- ~~• Develop networks with other content creators to initiate and develop future projects.~~
- ~~• Communicate with a high level of proficiency using digital media.~~
- ~~• Demonstrate adaptability in learning and using digital media technology.~~

## Entrance requirements

~~Entrance to this program is competitive, and based on a combination of grades, prior academic experience, prior workplace experience, and a portfolio.~~

~~Students entering this program must meet one of the entrance options outlined below and must also submit a portfolio and letter of interest. The content and nature of the portfolio and letter will be outlined in guidelines provided after application and may be discussed with the BMA Advisor.~~

All applicants must meet the Degree/diploma level English language proficiency requirement; see the [English language proficiency requirement](#), degree/diploma level.

~~All applicants must submit a portfolio and letter of interest. See <https://www.ufv.ca/creative-arts/how-to-apply/submit-your-portfolio/> for details about portfolio requirements.~~

### Option 1: Secondary school (for students with secondary school graduation only)

#### B.C. applicants

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

2. A minimum grade of C+ in English Studies 12 or English First Peoples 12 (see Note) and a minimum of a B average in two additional [Approved Grade 12 courses](#).

Note: Students may also present English 12, English Literature 12, English 12 First Peoples, AP English, IB English A (standard level or higher level), or out-of-province equivalent, and UFV ENGL 091.

~~3. Portfolio.~~

~~4. Letter of interest.~~

### Out-of-province applicants

Students will be considered on the basis of courses equivalent to [Approved B.C. Grade 12 courses](#). See the [Admissions](#) section of the calendar for more information on equivalents to B.C. secondary school graduation.

### Out-of-country applicants

Students must have B.C. secondary school graduation equivalency, meet the prerequisites for [ENGL 105](#) or [CMNS 125](#), and have completed an equivalent average of B (equated to the UFV grading system) in two academic Grade 12 courses.

### Alternatives to secondary school graduation

If students have completed the International Baccalaureate diploma program, the B.C. Graduation diploma (B.C. Adult Dogwood), or the General Educational Development (GED) certificate, they may be considered to have the equivalent of B.C. secondary school graduation for admission purposes.

### Option 2: University entrance (for students who have attended some post-secondary school)

1. Prerequisites for [ENGL 105](#) or [CMNS 125](#).

~~2. Portfolio.~~

~~3. Letter of interest.~~

~~4.2. \_\_\_\_\_~~ One of the following:

- Completion of a minimum of 15 credits in courses numbered at the 100 level and above, with a cumulative GPA of 2.33 on all credits attempted.
- Completion of a two-year post-secondary credential, ~~such as a diploma or associate degree, in Arts, Liberal Arts, Graphic and Digital Design, Visual Arts, Theatre, or Computer Information Systems~~ with a minimum cumulative GPA of 2.00 (equated to the UFV grading scheme) on all courses taken.
- Completion of a post-secondary career or technical diploma (minimum of two years post-secondary credit) from a recognized Canadian or international post-secondary institution, with a minimum cumulative GPA of 2.00 (equated to the UFV grading scheme), calculated on all courses taken.
- Completion of a three- or four-year Bachelor's degree from a recognized institution, with a minimum GPA of 2.00 (equated to the UFV grading scheme).

Note: Students who have completed a previous degree are governed by UFV's [Subsequent and Concurrent Bachelor Degree policy \(98\)](#).

### ~~Option 3: Experience and literacy~~

~~Mature students (25 years and older) may be admitted to the degree program if they can demonstrate that they have related experience in the field, can read and write at an appropriate level, and can meet the entrance requirements relating to writing within one year of admission. The coordinator of the program, in conjunction with the Academic Advisor, will assess whether the entrance requirements relating to writing have been satisfied. To apply for admission under Option 3, consult with the Academic Advisor. A portfolio and letter of interest will also be required.~~

Students who do not meet these requirements might consider [Qualifying Studies](#) and/or a meeting with an Academic Advisor.

## When to apply

Applications are accepted for entrance to the Fall and Winter semesters. 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:

- Official transcripts (or interim transcripts) from all secondary and post-secondary institutions attended 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. To retain their original application date, students should order early so transcripts arrive within two weeks of the date the application is mailed or submitted.
2. When applications have been processed, applicants will receive information on ~~program orientation and~~ portfolio submission dates and a copy of the portfolio requirements. The portfolio and letter of interest are not due at the time of application, but will be submitted online and reviewed in May for the Fall intake and in October for the Winter intake. ~~All applicants must attend a program orientation. Applicants who reside outside the Lower Mainland area should contact the BMA Advisor for alternate arrangements.~~
3. Applicants will be advised of an admission decision and, if accepted, 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.
4. In cases where course work is in progress, an admission decision may be made conditional upon completion of academic requirements. Proof of completion of entrance requirements is due by the end of the first week in August for the September intake.

### ~~Basis for admission decision~~

~~Students entering this program must meet one of the entrance options outlined above and must also submit a portfolio and a letter of interest. The content and nature of the portfolio and letter will be outlined in guidelines provided after application, and may be discussed with the educational advisor.~~

~~Students with complete credentials at the diploma level or better (associate degrees, diplomas, major or minors) from UFV in Graphic and Digital Design, Communications, MACS, Visual Arts, English, Computing Information Systems, or Theatre will have priority entry to this program from 2018 to 2021. Students with credentials requiring 60 credits or more from other institutions will be admitted next. Students meeting the minimum entrance requirements above will be admitted next, in an order determined by an assessment of their portfolios and their grades.~~

~~Effective Fall 2022, students will be admitted based on prior academic success, workplace experience, and portfolio assessment only.~~

## Fees and additional costs

For general information on tuition and ancillary fees, see the [Fees and Other Costs](#) section.

Please note that all MEDA-designated courses have ~~an alternate a differential~~ tuition rate, which covers software licenses and digital media equipment use, which covers software licenses and digital media equipment use. For information on tuition rates for MEDA courses and computer/software requirements, please check the [Bachelor of Media Arts](#) webpage.

~~In addition to general costs, students in the Bachelor of Media Arts degree should also consider the following:~~

- ~~• Books and additional supplies cost approximately \$100 per course.~~
- ~~• Students will require access to a computer, preferably an industry standard laptop.~~

For information on financial assistance, students are encouraged to visit the [Financial Aid and Awards](#) office.

## Program duration

The BMA program can be completed in four years of full-time study, with students taking 10 courses per calendar year. Actual completion plans will vary from student to student based on a

variety of factors.

## Location

The BMA is offered in Abbotsford. Students may take electives, if available, in Mission or Chilliwack.  
~~While the majority of BMA courses will be offered in Abbotsford, students should be prepared to take some courses in Mission or Chilliwack.~~

## Co-operative Education option

The Co-operative Education option provides students with the opportunity to acquire paid, career-related work experience in conjunction with their studies in the Bachelor of Media Arts degree program. Students may apply up to six credits of Co-operative Education as lower-level electives for ~~to~~ the Bachelor of Media Arts degree. See the Co-operative Education section for more details.

## Program outline

There are three sets of requirements to note:

1. Program requirements
2. Core requirements
3. Concentration requirements

## Program requirements

1. 120 university-level credits (100-level and above), of which:
  - At least 30 must be completed at UFV
  - At least 45 must be at the upper level, with at least 24 of these completed at UFV
- ~~2. Completion of core requirements.~~
- ~~3. Completion of one concentration, with at least 50% of the upper-level requirements completed at UFV.~~
- ~~4.2. \_\_\_\_\_~~ -Completion of elective credits to achieve 120 credits for the degree.
- ~~5. Completion of all degree requirements within seven years of admission.~~

**Core requirements: ~~51~~49 credits**

Lower-level requirements: 2730 credits

**CURRENT PROGRAM:**

- **Media arts:** MEDA 100, MEDA 222, and MEDA 260
- **Core knowledge:** MACS 130
- **Writing foundation:** One of CMNS 125 or ENGL 105
- **Written presentation:** One of CMNS 175, CMNS 212/MACS 212, or CMNS 251
- **Oral presentation:** One of CMNS 235, THEA 111, THEA 112, or THEA 250/ENGL 253
- **Historical and/or theoretical context:** One of: any lower-level AH, FILM 110, FILM 120, GD 102, IPK 277, MACS 210, THEA 203/ENGL 233, or THEA 204/ENGL 234
- **Digital Technologies:** One of CIS 145, FILM 260, GD 101, GD 154, GD 157, GD 159, GD 216, or VA 180

**REVISED PROGRAM:**

| Course                                                                                              | Title                                                                                                                                                                                                                                                                                          | Credits |
|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| One of: CMNS 125 OR ENGL 105                                                                        | Communicating Professionally to Academic and Workplace Audiences; OR Academic Writing                                                                                                                                                                                                          | 3       |
| One of: CMNS 126, CMNS 175, ENGL 104, ENGL 203, ENGL 208, ENGL 211, ENGL 212, ENGL 213, OR ENGL 215 | Communicating Visually in Organizations; Writing for the Internet; Introduction to Creative Writing; Literature and Film; Creative Writing: Screenwriting; Creative Writing: Playwriting; Creative Writing: Short Fiction; Creative Writing: Poetry; OR Creative Writing: Creative Non-Fiction | 3       |
| MACS 130                                                                                            | Mass Communication in Canada                                                                                                                                                                                                                                                                   | 3       |
| MEDA 100                                                                                            | Introduction to Media Arts                                                                                                                                                                                                                                                                     | 3       |
| MEDA 110                                                                                            | Digital Imaging                                                                                                                                                                                                                                                                                | 3       |
| VA 113                                                                                              | Introduction to Drawing                                                                                                                                                                                                                                                                        | 3       |
| One of: ENGL 253/THEA 250 OR IPK 277                                                                | Introduction to Storytelling in Indigenous, Theatrical, and Global Communities; OR Indigenous Art: Stories and Protocols                                                                                                                                                                       | 3       |
| THEA 205                                                                                            | Foundations of Performance Studies                                                                                                                                                                                                                                                             | 3       |
| MEDA 210                                                                                            | Digital Concept Art                                                                                                                                                                                                                                                                            | 3       |
| MEDA 260                                                                                            | Exploring Creativity                                                                                                                                                                                                                                                                           | 3       |

## Upper-level (19 credits)

**CURRENT PROGRAM:**

- **Media arts:** MEDA 350, MEDA 360, MEDA 401, and MEDA 402
- **Core knowledge:** MACS 369/JRNL 369 and one of MACS 334/SOC 334 or MACS 460/SOC 460

**REVISED PROGRAM:**

| Course   | Title                                                  | Credits |
|----------|--------------------------------------------------------|---------|
| MEDA 350 | Critical Studies in Digital Media in Canada            | 4       |
| MEDA 360 | Professional Practices for Creative Digital Industries | 4       |
| MEDA 401 | Media Arts Integrated Project I                        | 4       |
| MEDA 402 | Media Arts Integrated Project II                       | 4       |
| SOCA 401 | Critical Theory for Creative Arts                      | 3       |

~~Note 1: Some of the listed courses above have prerequisites. Please take this into account when planning electives.~~

~~Note 2: Students may not use a BMA core requirement to meet a concentration requirement. In the case of overlap, students must make an alternative course choice to meet their core requirements.~~

**Concentration requirements**

Students must complete one of the following concentrations as part of their degree:

- **Applied Interactive Media**

**Interactive Media:** Students design and produce engaging interactive experiences, utilizing various digital media platforms, such as: mobile applications, games, online experiences, and mixed reality.

- **Digital Art**

**Digital Entertainment Arts:** Integrating traditional art and design fundamentals with digital



media technologies, this concentration is designed for students interested in concept art, motion design, animation, visual effects, interactive media, and games.

- **Media and Performance**

**Digital Performance:** Investigating the intersection of live performance and virtual, embodied experience, students focus on digital scenography, acting for digital media industries, or creating for immersive experiences, interactive performances, and mixed reality.

- **Screen Studies**

**Film:** Applied instruction in all areas of film production combines with the study of film as a global media form. Students gain industry-standard technical, creative, and professional skills and will situate their creative practice historically and theoretically.

- **Interactive Media Leadership**

Students should select courses based on their planned concentration beginning in their first year and must make a formal declaration of their concentration to the Academic Advisor after completing 15 credits of lower-level core requirements and prior to the completion of 60 credits towards the degree. Exceptions may be made in special circumstances by the Academic Advisor and/or the Director of the School of Creative Arts. Students admitted to the degree should seek advice from the Academic Advisor for Fine Arts, Design, and Media.

A formal declaration of the concentration choice must be made and approved by the educational advisor prior to the completion of 60 credits towards the degree. Students who have completed 60 credits but have not yet declared a concentration will not be permitted to register. Exceptions may be made in special circumstances by the educational advisor and/or the BMA Program Coordinator. Students admitted to the degree should seek advice from the educational advisor. Students must complete at least 50% of the upper-level requirements of the concentration at UFV.

## **Interactive Media concentration**

### **Concentration Learning Outcomes**

1. Apply user experience design concepts to human-computer interaction (HCI) systems.
2. Design media projects employing the tools and knowledge of a variety of creative industries.

3. Apply principles of visual organization, visual language, and theory to visual communication problems.
4. Create functional HCI experiences using script programming or mark-up languages.
5. Produce 2D and 3D computer generated imagery and animation for use in interactive experiences.

### **Applied Interactive Media concentration**

The Applied Interactive Media concentration emphasizes literacy in related creative disciplines, digital project management, visual storytelling, and digital experiences with the ability to adapt to new technologies as they appear. It will appeal to students looking to blend Graphic and Digital Design, Computer Information Systems, and Visual Arts to create compelling digital media.

Graduates of the Applied Interactive Media concentration will be able to:

- ~~1. Produce image-based motion graphics, video, and kinetic typography.~~
- ~~2. Create interactive, dynamic, immersive spatial and online experiences across various digital media platforms.~~
- ~~3. Design media projects which draw on the tools and knowledge of a variety of creative industries.~~
- ~~4. Apply principles of visual organization, visual language, and theory to visual communication problems.~~
- ~~5. Manage digital projects.~~

### **CURRENT PROGRAM (44 credits):**

- CIS 145, CIS 245, GD 157, GD 159, GD 202, GD 203, GD 204, GD 357, GD 358
- COMP 150 or COMP 152
- GD 302 or GD 303
- One of VA 113, VA 116, VA 180, VA 231, VA 271, VA 272
- Two of GD 361, GD 369, GD 403, GD 498, GD 499, VA 331, VA 332, VA 371, VA 372, VA 390

### **REVISED PROGRAM:**

#### **Concentration Requirements (30-31 credits)**

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

|                                                       |                                                                                                                                                                       |     |
|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| GD 101                                                | Fundamentals of Design                                                                                                                                                | 3   |
| GD 202                                                | Interactive Design I: Foundations in Web Design                                                                                                                       | 3   |
| MEDA 270                                              | 3D Modeling and Animation I                                                                                                                                           | 3   |
| MEDA 280                                              | Game Engines I                                                                                                                                                        | 3   |
| THEA 111                                              | Acting Skills for Work and Life                                                                                                                                       | 3   |
| One of: CIS 145, COMP 120, COMP 150, COMP 152, GD 204 | Web Publishing; Computing for the Sciences; Introduction to Programming; Introduction to Structured Programming; Interactive Design II: Web Development for Designers | 3-4 |
| GD 304                                                | User Experience Design                                                                                                                                                | 3   |
| MEDA 370                                              | 3D Modeling and Animation II                                                                                                                                          | 3   |
| MEDA 380                                              | Game Engines II                                                                                                                                                       | 3   |
| MEDA 385                                              | Art and Design for Virtual Reality                                                                                                                                    | 3   |

## **Digital Entertainment Arts concentration**

### **Concentration Learning Outcomes**

1. Apply principles of visual organization, visual language, and theory to visual communication problems.
2. Communicate narratives, dramatic information, ideas, moods, and feelings through computer generated imagery.
3. Create artwork that effectively communicates specific objectives.
4. Produce appealing 2D and 3D computer generated imagery and animation.
5. Demonstrate technical competency using digital content creation software.

### **Digital Art concentration**

The Digital Art concentration will appeal to students interested in becoming independent or freelance creative artists. Following in the tradition of Fine Arts studies, artists specializing in digital media are equipped to produce work within the context of established galleries and arts venues, but are further capable of combining and exploring alternative circuits of dissemination at the abundant intersections of culture and technology. Video screens, sound systems, the Internet, stage performances, interactive physical locations, and mobile social spaces are all activated by the imaginations of new media artists. Artists in this field work at the forefront of digital media technology, but also drive the development of new technologies and cultural interfaces. The creative, imaginative, critical, and technical capabilities of

~~digital media artists make them valuable members of any team-based effort working across a spectrum of cultural productions in the new digital media environment.~~

~~Graduates of the Digital Art concentration will be able to:~~

- ~~1. Articulate the function of digital art media in its historical and contemporary contexts.~~
- ~~2. Apply the terms, concepts, and techniques used in the production of digitally-based artwork.~~
- ~~3. Demonstrate proficiency in photo or video imaging software skills used in the production of digital art.~~
- ~~4. Produce a body of digital artwork reflecting critical and creative thought processes.~~
- ~~5. Apply analytical skills to critically examine digital art imagery for critiques.~~
- ~~6. Conduct independent material production and theoretical research in digital art media.~~

**CURRENT PROGRAM (40 credits):**

- AH 315, FILM 260, FILM 261, VA 180, VA 271, VA 272, VA 280, VA 283, VA 383
- VA 331 or VA 371
- VA 332 or VA 372
- Two of FILM 360, FILM 361, VA 365/FILM 365/JRNL 365, VA 366/FILM 366, VA 431, VA 432, VA 471, VA 472

**REVISED PROGRAM:**

**Concentration Requirements (33 credits)**

| Course                                | Title                                                                                                                                    | Credits |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------|
| MEDA 270                              | 3D Modeling and Animation I                                                                                                              | 3       |
| MEDA 280                              | Game Engines I                                                                                                                           | 3       |
| THEA 111                              | Acting Skills for Work and Life                                                                                                          | 3       |
| VA 101                                | Figure Drawing                                                                                                                           | 3       |
| One of: VA 221 OR VA 222              | Drawing II OR Figure Painting                                                                                                            | 3       |
| One of: AH 100, AH 102, AH 205, OR GD | History of Art and Culture in a Global Context; Art and Culture in the West from 1400 to the Present; Art Practices and Popular Culture; | 3       |

|          |                                    |   |
|----------|------------------------------------|---|
| 102      | History of Graphic Design          |   |
| MEDA 330 | Compositing I                      | 3 |
| MEDA 370 | 3D Modeling and Animation II       | 3 |
| MEDA 380 | Game Engines II                    | 3 |
| MEDA 385 | Art and Design for Virtual Reality | 3 |
| VA 321   | Painting/Drawing III               | 3 |

## **Digital Performance concentration**

### **Concentration Learning Outcomes**

1. Use performance and theatre theory to explain how the use of digital technologies impacts live performance and concepts of embodiment.
2. Create performance experiences for live, digital environments.
3. Demonstrate competence in the use of digital technologies for live performance.
4. Execute performances for a range of live and digital contexts.
5. Collaborate effectively with others to create live, digital performances.

## **Media and Performance concentration**

The Media and Performance concentration will provide students with opportunities to explore performance in a range of live, digital, and interactive environments. Students will discover how the creation of compelling characters and the development of interesting stories are the foundations for content creation in all media platforms, whether it be performing live, developing a film project, or collaborating on a new video game design.

Graduates of the Media and Performance concentration will be able to:

1. Create compelling characters for performance in a range of live, digital, and interactive contexts.
2. Identify how digital technologies interact with and influence perception and mobility of the human body in performance.
3. Integrate social media and digital technologies in performance.
4. Apply conventions selected from a range of narrative structures, genres, and styles to generate original content for diverse media platforms.
5. Construct relationships between audience, performer, space, and time in a range of live, digital, and interactive environments.

~~6. Apply key theories and methodologies in performance studies and digital performance in analyzing and devising performances.~~

**CURRENT PROGRAM (37-38 credits):**

- THEA 121, THEA 123, THEA 311, THEA 401
- THEA 112 or THEA 250/ENGL 253
- THEA 203/ENGL 233 or THEA 204/ENGL 234
- THEA 211 or THEA 215
- One of FILM 260, FILM 261, VA 231, VA 271, VA 272
- THEA 351 or THE 352
- One of THEA 312, THEA 314, THEA 315
- One of ENGL 378, FILM 360, GD 358, VA 331, VA 365/FILM 365/JRNL 365, VA 366/FILM 366, VA 371

**REVISED PROGRAM:**

**Concentration Requirements (32-35 credits)**

| Course                                                                                                       | Title                                                                                                                                                                                                                                                                        | Credits |
|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| THEA 105                                                                                                     | Reading and Writing About Drama                                                                                                                                                                                                                                              | 3       |
| THEA 112                                                                                                     | Essentials of Acting                                                                                                                                                                                                                                                         | 3       |
| THEA 125                                                                                                     | Technical Theatre III: Technical Controls for Performance                                                                                                                                                                                                                    | 3       |
| Two of: MEDA 270, MEDA 280, THEA 205, THEA 206, THEA 211, THEA 215                                           | 3D Modeling and Animation I; Game Engines I; Foundations of Performance Studies; Dramaturgy; Acting II: Character and Scene Study; Voice and Body I                                                                                                                          | 6       |
| THEA 311                                                                                                     | Digital Performance                                                                                                                                                                                                                                                          | 4       |
| THEA 352                                                                                                     | Devised Theatre I                                                                                                                                                                                                                                                            | 4       |
| Three of: MEDA 370, MEDA 380, MEDA 385, THEA 312, THEA 314, THEA 315, THEA 351, THEA 370, THEA 451, THEA 452 | 3D Modeling and Animation II; Game Engines II; Art and Design for Virtual Reality; Acting III: Advanced Scene Study and Auditioning; Postmodern Approaches to Physical Performance; Voice and Body II; Directing I; Design for the Theatre; Directing II; Devised Theatre II | 9-12    |

**Film concentration**

1. Competently perform a range of technical and creative roles related to film production.
2. Perform according to professional standards practiced in the film industry.
3. Contextualize film in relation to multiple historical, social, theoretical, and aesthetic developments
4. Analyze diverse examples of film by applying film theory and critical theory
5. Articulate characteristics of own creative practice in relation to life experiences; historical, social, and cultural considerations; and aesthetic choices

### **Screen Studies concentration**

Canadians spend a large portion of their waking lives staring at or into screens, from the tiny windows on smartphones to the gigantic projections in IMAX theatres. Screen studies focuses on enabling students to assess the impact that screens in the broadest sense are having on people's lives and on society as a whole. Students in this concentration will explore this impact in terms of how their viewing experiences affect thoughts, emotions, and behaviours for better or for worse. They will also focus on the other side of the screen to examine how producers create messages that communicate effectively and persuasively to the audiences they want to reach.

Graduates of the Screen Studies concentration will be able to:

- 1.—Describe the dominant discourses, past and present, that frame the development and integration of information and communication technologies in society.
- 2.—Identify the social and cultural dimensions of technology and effectively communicate both potentially positive and negative outcomes and effects.
- 3.—Critically assess the theoretical underpinnings associated with “new media” and articulate their relationships within various spheres of human activity.
- 4.—Employ a variety of methodological frameworks to investigate social, cultural, and economic dimensions of media and media representations.
- 5.—Produce digital video and audio works demonstrating an understanding of, and proficiency in, digital production software.
- 6.—Demonstrate an understanding of the legal and ethical considerations associated with the production, consumption, and use of cultural goods.

### **CURRENT PROGRAM (34-36 credits):**

- ENGL 208, FILM 110, FILM 120, MACS 110, THEA 206
- One of FILM 260, FILM 261, VA 231, VA 271, VA 272
- Two of AH 205/VA 205, MACS 210, MACS 215, MACS 221, MACS 230, MACS 240
- One of ENGL 378, FILM 360, GD 358, THEA 311, VA 331, VA 365/FILM 365, JRNL 365
- Two of AH 315, AH 316, AH 320, AH 321, AH 324, AH 330, ANTH 375/MACS 375, FILM 310,

MACS 337/SOC 337, MACS 385/SOC 385, MACS 399

**REVISED PROGRAM:**
**Concentration Requirements (36 credits)**

| Course                                                    | Title                                                                                                             | Credits |
|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|---------|
| FILM 110                                                  | Introduction to Film Studies                                                                                      | 3       |
| FILM 211                                                  | Film in a Global Age                                                                                              | 3       |
| FILM 212                                                  | History of Film                                                                                                   | 3       |
| FILM 260                                                  | Video Production Techniques I                                                                                     | 3       |
| FILM 261                                                  | Video Production Techniques II                                                                                    | 3       |
| THEA 112                                                  | Essentials of Acting                                                                                              | 3       |
| Two of: FILM 311, FILM 312, FILM 313, FILM 320, MACS 399K | Gender, Sexuality, and Film; India on Film; Indigenous Film; Special Topics in Film Studies, Globalization & Film | 6       |
| FILM 360                                                  | Video Production III: Storytelling and the Director                                                               | 3       |
| FILM 361                                                  | Video Production IV: Short Film Project                                                                           | 3       |
| MEDA 330                                                  | Compositing                                                                                                       | 3       |
| MEDA 385                                                  | Art and Design for Virtual Reality                                                                                | 3       |

## Important information for BMA students

[Course Repeat policy \(86\):](#)

[Undergraduate Continuance policy \(92\):](#)

[Subsequent and Concurrent Bachelor Degree policy \(98\):](#)

[Transfer Credit policy \(107\)](#) and [Prior Learning Assessment and Recognition \(PLAR\) policy \(94\):](#)

## Residency

To meet the residency requirement of the BMA, the following restrictions apply:

1. Of the 120 credits for the BMA, 30 must be completed at UFV.
2. Of the 45 upper-level credits for the BMA, 24 must be completed at UFV.
3. At least 50% of the upper-level requirements for a concentration must be completed at UFV.



## Graduation requirements

Students are responsible for ensuring they are eligible to graduate, and should regularly consult with the Academic Advisor [for Fine Arts, Design, and Media](#). To be eligible to graduate, students must have:

- Completed the BMA program with a minimum CGPA of 2.00.
- Completed all the requirements of their concentration with a minimum CGPA of 2.00.
- Earned a minimum CGPA of 2.00 in all upper-level courses required for graduation.
- No more than five course duplications (with the exception of THEA 199 and THEA 299 when a grade of D or better is achieved).
- ~~Completed all requirements for the degree within seven years of admission.~~

Students must apply for graduation by completing the Graduation Request form available at [ufv.ca/registrar/forms](http://ufv.ca/registrar/forms), 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.

## ~~Maximum length of time to complete program~~

~~Students must complete the program requirements within seven years of admission.~~

## Course listings

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

**Memo for Program Changes**

To: Linda Parady, Chair, College of Arts Curriculum Committee

From: Karin Jager, Graphic + Digital Design Program Committee Chair, Heather Davis-Fisch, SoCA Director

Date: December 3, 2021

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

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

- ☐ Program revision that requires new resources
- ☐ Addition of new course options or deletion or substitution of a required course
- ☐ Change to the majority of courses in an approved program
- ☐ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☐ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☒ Other – Please specify: GDD Major specific revisions proposed for the BFA Calendar Copy:
  - i) Revised equipment requirements
  - ii) Revised description of specialized studios and equipment access
  - iii) Deletion of “Mission” reference
  - iv) GDD Major declaration option

2. Rationale for change(s):

- i. **Revised equipment requirements:** Adobe Creative Suite is no longer an additional cost to students. GDD covers licensing thereby decreasing additional costs to students.
- ii. **Revised description of specialized studios and equipment access:** This information has been updated to reflect GDD’s new Abbotsford studios and revisions to Adobe Creative Suite licensing.
- iii. **Revised removal of reference:** to Fashion Design. The Fashion Design program was discontinued in 2015, with students having until 2018 to complete. (On April 9, 2018 by the Board discontinued the program)
- iv. **Deletion of “Mission” reference:** GDD is relocating to the Abbotsford Campus as of September 2021
- v. **GDD Major declaration option:** Students may make an advising appointment to declare their major as soon as the Academic Calendar for their intake has been published. This benefits the student who is focused on design as their program path and is consistent with design degree admissions practices in British Columbia. All other admissions requirements remain the same.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: The program learning outcomes remain the same.
4. What consideration has been given to indigenizing the curriculum?  
Graphic design includes the critical examination of the systems in which we engage. We aim to integrate ways of knowing beyond human centred. Upper-level courses consider systems design as core to impact and a designer's responsibility.
5. Will additional resources be required? If so, how will these costs be covered? None.
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?
  - i. **revised equipment requirements:** Adobe Creative Suite is no longer an additional cost to students. GDD covers licensing thereby decreasing additional costs to students.
  - ii. **revised description of specialized studios and equipment access**
  - iii. **deletion of "Mission" reference:** GDD will be relocating to the Abbotsford Campus. In September 2022 all GDD programs will be delivered solely in Abbotsford. 3.6 % of GD students identified as Mission residents (data book 2019-20).
  - iv. **GDD Major declaration option.** > anticipated to increase enrolment
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? *No.*
8. Identify any available resources that will be used to accommodate the program changes. (e.g. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) *N/A*
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.  
*No.*
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. *There are no budgetary implications.*

## Bachelor of Fine Arts degree

### Entrance requirements

#### Option 1: Secondary school (for students with secondary school graduation only)

1. B.C. secondary school graduation or equivalent.
2. A minimum grade of C+ in English Studies 12 or English First Peoples 12 (see Note).

Note: Students may also present English 12, English Literature 12, English 12 First Peoples, AP English, IB English A (standard level or higher level), or out-of-province equivalent.

3. Portfolio review and possible interview.

Students who do not meet these requirements will be considered for the Visual Arts diploma or [Qualifying Studies](#).

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

- One of the following:
  - Completion of a minimum of 15 university-level credits in BFA-related disciplines with a minimum GPA of 2.33, and a cumulative GPA of 2.00 on all courses attempted.
  - Completion of a minimum of nine university-level credits in BFA-related disciplines with a minimum GPA of 3.00, and a cumulative GPA of 2.33 on all courses attempted.
  - A UFV diploma in Visual Arts, ~~Fashion-Design~~, Graphic and Digital Design, or Theatre Arts.
  - A UFV Associate of Arts degree with an option in Theatre or MACS.

Note 1: For the purpose of Admissions, credits earned in the following BFA-related disciplines will be considered: Art History, ~~Fashion Design~~, Film Studies, Graphic Design, Media Arts, Media and Communication Studies, Theatre, and Visual Arts. Credits earned in Creative Writing courses offered by the English department will also be considered: ENGL 104, 208, 211, 212, 213, 215, 302, 303, 311, 313, 315, 317 (discontinued), 373, 377 (discontinued), 378, 381.

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

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

Students who do not meet these requirements will be considered for the [Visual Arts diploma](#) or [Qualifying Studies](#).

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## **Fees and additional costs**

See the [Fees and Other Costs](#) section. Books and additional supplies cost approximately \$100 per course. There are other related costs which must be considered over the four-year program.

### **Visual Arts major**

- Materials: approximately \$3,600
- Film photography students will require access to a 35mm SLR camera

### **Graphic and Digital Design major**

- [Students pursuing a major in Graphic and Digital Design are required to have a MacBook Pro laptop configured as per GDD specifications. The cost ranges between \\$2,500 to \\$3,500.](#)
- [Students should budget an additional \\$300 per term for books and supplies.](#)

- ~~Graphic and Digital Design spaces~~ Collaborative Mac studio spaces provide access include transmedia and photography studios, student co-lab, pod studios, and production labs. Students have access to Adobe CC, scanners, cameras, iPads, 3D and colour printing.
- ~~to the Adobe OpenType collection of 2,400 fonts, scanners, and colour printing.~~ Students should budget an additional \$500 to \$800 per term for books, supplies and a monthly Adobe CC subscription.

## **Graphic and Digital Design extended minor, minor, or electives**

All GD courses are offered on the Abbotsford campus in networked Macintosh ~~labs~~ studios with access to Adobe CC, colour printers, scanners etc. Designated ~~production labs on both the Mission and Abbotsford campuses~~ spaces provide additional access to iMacs for homework and project completion. Purchasing a MacBook Pro is optional, and recommended for students pursuing a Minor.

## **Bachelor of Fine Arts requirements**

There are three sets of requirements to note:

1. **Program requirements**
2. **General requirements**
3. **Discipline requirements for major, extended minors, and minors** (see individual disciplines)

### **Program requirements**

To receive a Bachelor of Fine Arts degree, students must complete the requirements for either one major or two extended minors. Majors are available in **Graphic and Digital Design** and **Visual Arts**. Extended minor are available in six BFA-related disciplines:

- **Art History and Visual Studies**
- **Creative Writing**
- **Graphic and Digital Design**

- [Media and Communication Studies](#)
- [Theatre](#)
- [Visual Arts](#)

Minors are available in these six disciplines, as well as in [Business](#) and [Communications](#). Minors can be added to majors or any combination of extended minors in the BFA.

Students admitted to the degree should seek advice from the BFA Academic Advisor. A formal declaration of program choice should be made ~~and approved in an advising appointment by with~~ the BFA Academic Advisor. ~~Students may declare the Graphic and Digital Design Major upon BFA degree admission. after All other declarations are made after~~ the completion of 30 credits. ~~and All declarations must be made~~ before 60 credits ~~towards the degree are completed~~ (see the [Declaration of major, extended minors, and minors](#) section below).

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## **Declaration of major, extended minors, and minors**

Students who have been admitted to the Bachelor of Fine Arts program may formally declare a major, extended minors, or minors after they have completed at least 30 credits in the program with a minimum CGPA of 2.00 on all credits attempted, provided that they have also met the declaration requirements of the subject discipline where applicable. ~~Formal declaration is completed by appointment with the BFA Academic Advisor.~~ [Students may declare the Graphic and Digital Major at the time of BFA degree admission.](#) ~~Formal declaration is completed by appointment with the BFA Academic Advisor.~~

Students must declare at least one major or two extended minors by the time they have completed 60 university-level credits. Students who have completed 60 credits but have not yet declared at least one major or two extended minors will not be permitted to register. Exceptions may be made in special circumstances by the BFA Academic Advisor.

**Memo for Course Changes**

To: Linda Pardy, Chair, College of Arts Curriculum Committee

From: Karin Jager, Chair, Graphic + Digital Design Program Committee

Date: December 15, 2021

**Subject: Proposal for revision of GD216 Illustration**

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: GD216 has been revised to encompass a broader drawing skill set that includes conceptual drawing for graphic design projects in addition to illustration. For this reason, we propose changing the title to *Illustration for Visual Communication* since “Illustration” on its own is a separate discipline. The learning outcomes have been streamlined into fewer and more concise skills but are now more closely aligned with visual communication practices. This will support students in all of their courses.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): The course learning outcomes now align more succinctly with the program learning outcomes.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? This course is not required by other disciplines.
5. Which program areas have been consulted about the change(s)? None.
6. What consideration has been given to indigenizing the curriculum? GD courses are beginning to decolonize design and integrate ways of knowing beyond human centred methodology. GDD’s new upper-level courses consider systems design as core to impact and a designer’s responsibility.
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? N/A
10. Estimate of the typical costs for this course, including textbooks and other materials: As per all GD courses, this course includes a surcharge. There are no changes.



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2005  
**REVISED COURSE IMPLEMENTATION DATE:** September 2022  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2028  
**Course outline form version:** 09/08/2021

## 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 216                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Illustration for Visual Communication                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Illustration for Visual Comm.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> Graphic & Digital Design                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Explores conceptual drawing across a variety of media using digital and traditional tools and techniques. Students are introduced to the process and craft of illustration for visual communication, learn how to apply visual principles, and integrate style, emotion, and storytelling.<br><br>Note: This course uses tools and technology that vary according to current industry practice.                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | VA 113 or (GD 157 and VA 101). Note: As of January 2023, prerequisites will change to: GD 157 and one of VA 101 or VA 113.                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>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>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>24</b> |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">25</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Supervised laboratory hours (design lab)</td> <td style="text-align: right;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 25 | Tutorials/workshops | 20 | Supervised laboratory hours (design lab) | 15 |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (design lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                            |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> December 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> January 14, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> February 25, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |

**GD 216**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Describe the purpose and application of illustration in graphic and digital design.
2. Apply visual principles and craft in illustration to communicate style, emotion and narrative.
3. Use drawing as a process of concept development, iteration, and storytelling.
4. Create illustrations for a variety of media using both traditional and digital tools and techniques.
5. Investigate ideas through inquiry and collection of appropriate reference materials.
6. Evaluate the effectiveness of communication of an illustration.
7. Apply professional standards of practice as an illustrator in a work environment.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

|          |      |   |   |
|----------|------|---|---|
| Project: | 100% | % | % |
|          | %    | % | % |

**Details:**

4 Projects, 25% each

Project 1: Set of Illustrations of the classical elements. Project 2: Drawing for graphic design. Children's story. Project 3: Using Adobe Illustrator create an "everyday monster". Project 4: Create an editorial portrait of someone well known.

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**
**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

| Type       | Author or description                                    | Title and publication/access details                                                                                                       | Year |
|------------|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Other   | Heller, S<br>Chwast, S                                   | Illustration, A Visual History                                                                                                             | 2008 |
| 2. Article | Hall, Peter. A.                                          | Bubbles, Lines and String: How Visualization Shapes Society                                                                                | 2011 |
| 3. Video   | Albinson, I; Giampietro, R.<br>et al., Walker Art Center | Graphic Design: Now in Production<br><a href="https://www.youtube.com/watch?v=9pmRknCYP6A">https://www.youtube.com/watch?v=9pmRknCYP6A</a> | 2011 |
| 4. Other   | McKim, Robert                                            | Experiences in Visual Thinking, Brooks/Cole Pub Co                                                                                         | 1980 |
| 5. Other   | Wigan, Mark                                              | 02 Sequential Image + 03 Text & Image, Bloomsbury Design Library (UFV)                                                                     | 2018 |

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

Metal ruler, utility knife, artists' quality pencil crayons, pencils (2h to 6B), illustration board, tracing paper, masking tape, extra fine point black marker (Pilot fineliner), 18"x24" sketchbook, Adobe CC.

**Course Content and Topics**

- Survey of illustration: From Durer to digital. Introduction to illustrating with dry media.
- Drawing fundamentals — "Line and Shape." Creating a series of four illustrations. The process of concept development, iteration, and storytelling. Developing a style.
- Drawing for graphic design – process, concepts, typography, and sequence.
- Geometry of composition. Developing a pictorial focal point and directionality. Explore the "Golden Section" and other compositional aids.
- Drawing fundamentals — "Form and Colour." Rendering form using light and shadow. Apply visual principles and use traditional mixed media for an illustration. Communicate story and emotion for a children's book cover illustration.
- Creating a character based on a concept or idea. Introduction to digital forms. Explore Adobe Illustrator's ability to create and manipulate shapes and digital forms. Textures, masks and blend modes. Examine the creation and use of textures in both traditional and digital media.
- Digital painting. Photoshop's brush and painting tools. Create composite imagery using both traditional and digital imagery. Drawing for composition and context. Editorial portrait: Conveying personality and narrative. Exploring style.
- Appropriation: Using reference material, images and resources. <https://www.carfac.ca/tools/appropriate/> <https://capic.org/copyright-laws/> Professional standards of practice. <https://capic.org/tools-ressources-2/> Copyright, usage, digital guidelines and license agreements.

**Memo for Course Changes**

To: Linda Pardy, Chair, College of Arts Curriculum Committee

From: Karin Jager, Graphic + Digital Design Program Committee Chair

Date: December 2, 2021

**Subject: Proposal for revision of GD 461 (*now proposed as new course, GD 462*)**

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: GDD expanded the portfolio requirements in the GDD Major to include two capstone courses — GD361 and GD461. We propose the following changes.

- a. The existing course learning outcomes and course titles require more succinct differentiation and have been revised for clarity. GD461 will focus on a major project, interdisciplinary contexts, design research, and strategic and holistic design solutions for academic and/or professional presentation.
- b. Typical texts have been updated
- c. The credits have been increased from 3 to 6 to provide students with the time needed for a major design research project. This is consistent with other design degree capstone courses in Canada.

**Note:** *At the suggestion of the UEC Screening Subcommittee, the department has agreed to retain the existing GD 461, and create a new 6-credit course, GD 462.*

- 3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): The learning outcomes align more succinctly with the program learning outcomes.
- 4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? This course is not required by other disciplines.

5. Which program areas have been consulted about the change(s)? None.
6. What consideration has been given to indigenizing the curriculum? GD courses include the critical examination of the systems in which we engage. We aim to integrate ways of knowing beyond human centered. Upper-level courses consider systems design as core to impact and a designer's responsibility.
7. If this course is not eligible for PLAR, explain why: This is a capstone course.
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: None. We are replacing this course with another in the degree.
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? N/A
10. Estimate of the typical costs for this course, including textbooks and other materials: As per all GD courses, this course includes a surcharge. There are no changes.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2022  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): February 2028  
 Course outline form version: 09/08/2021

## 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 462                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    | <b>Number of Credits:</b> 6 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                                          |    |                                         |    |                                                                                                           |  |                                                                                                                                         |  |
| <b>Course Full Title:</b> Visual Communication Capstone Project                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                          |    |                                         |    |                                                                                                           |  |                                                                                                                                         |  |
| <b>Course Short Title:</b> Visual Communication Capstone                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                          |    |                                         |    |                                                                                                           |  |                                                                                                                                         |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    | <b>Department (or program if no department):</b> Graphic and Digital Design                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                          |    |                                         |    |                                                                                                           |  |                                                                                                                                         |  |
| <b>Calendar Description:</b><br>Students produce and present a major design project and case study that demonstrates disciplinary competency in visual communication, research, and collaborative processes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                          |    |                                         |    |                                                                                                           |  |                                                                                                                                         |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    | GD 450 or GD 460.                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                          |    |                                         |    |                                                                                                           |  |                                                                                                                                         |  |
| <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>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>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>24</b> |    |                     |    |                                          |    |                                         |    |                                                                                                           |  |                                                                                                                                         |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">30</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Supervised laboratory hours (design lab)</td> <td style="text-align: right;">50</td> </tr> <tr> <td>Experiential (work-integrated learning)</td> <td style="text-align: right;">20</td> </tr> <tr> <td colspan="2" style="border-top: 1px solid black;"> <div style="text-align: right;"><b>Total hours</b></div> <div style="text-align: right;"><b>120</b></div> </td> </tr> </table> |    | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 30 | Tutorials/workshops | 20 | Supervised laboratory hours (design lab) | 50 | Experiential (work-integrated learning) | 20 | <div style="text-align: right;"><b>Total hours</b></div> <div style="text-align: right;"><b>120</b></div> |  | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>This is a capstone course |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 30 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                          |    |                                         |    |                                                                                                           |  |                                                                                                                                         |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 20 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                          |    |                                         |    |                                                                                                           |  |                                                                                                                                         |  |
| Supervised laboratory hours (design lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 50 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                          |    |                                         |    |                                                                                                           |  |                                                                                                                                         |  |
| Experiential (work-integrated learning)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 20 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                          |    |                                         |    |                                                                                                           |  |                                                                                                                                         |  |
| <div style="text-align: right;"><b>Total hours</b></div> <div style="text-align: right;"><b>120</b></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                          |    |                                         |    |                                                                                                           |  |                                                                                                                                         |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                         |    |                     |    |                                          |    |                                         |    |                                                                                                           |  |                                                                                                                                         |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    | <b>Date of meeting:</b> December 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                                          |    |                                         |    |                                                                                                           |  |                                                                                                                                         |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    | <b>Date of meeting:</b> January 14, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                                          |    |                                         |    |                                                                                                           |  |                                                                                                                                         |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    | <b>Date of meeting:</b> February 25, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                          |    |                                         |    |                                                                                                           |  |                                                                                                                                         |  |

**GD 462**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Generate a proposal for a major design project.
2. Apply primary and secondary research methods.
3. Integrate skills, knowledge, and current design discourse into a major design project.
4. Create strategic and holistic design solutions to address interdisciplinary contexts.
5. Develop a case study demonstrating the proposition, process and value of design.
6. Critically evaluate the design project outcomes and potential implications.
7. Present a comprehensive design project with clarity and depth, outlining objectives, contexts, and findings.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

|             |     |   |   |
|-------------|-----|---|---|
| Project:    | 90% | % | % |
| Final exam: | 10% | % | % |

**Details:**

Project: Project proposal (10%), research (20%), major project (40%), case study (20%)

Exam: Capstone presentation to an industry and/or academic panel (10%)

Learning activities include lectures, reflective exercises, participation in related professional events, writing and oral presentation workshops, projects, exhibition and installation, peer review, critiques and group research activities.

This may vary at the department's discretion.

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

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

| Type               | Author or description           | Title and publication/access details                                                               | Year |
|--------------------|---------------------------------|----------------------------------------------------------------------------------------------------|------|
| 1. Textbook        | Collins, Hilary                 | Creative Research: The Theory and Practice of Research for the Creative Industries, AVA Publishing | 2018 |
| 2. Textbook        | Visocky O'Grady, Ken and Jenn   | A Designer's Research Manual, Quarto Publishing                                                    | 2017 |
| 3. Other           | James, Meredith                 | A Short Guide to Research (for designers), Amazon                                                  | 2016 |
| 4. Textbook        | Noble, Ian and Bestely, Russell | Visual Research: An Introduction to Research Methodologies in Graphic Design, Bloomsbury           | 2019 |
| 5. Online resource | LinkedIn Learning               | Access through Fraser Valley Library                                                               |      |
| 6. Online resource | Burns, Ben                      | The Complete Case Study, The Futur                                                                 | 2020 |

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

Adobe Creative Cloud

**Course Content and Topics**

- Expectations for evolving design disciplines, the role of research, integrative skills, and cross-disciplinary collaboration
- Developing a research plan (primary and secondary methods)
- Research methods and ethics, and the process of critical inquiry
- Building on an existing research project
- Demonstrating professional standards of practice
- Collaboration: group projects as part of a portfolio (roles, credits and highlighting the dynamics of collaboration)
- Presenting an independent research project as part of a portfolio
- Demonstrating mastery of the design process and creative practice competency
- Articulating and writing case studies (defining the problem, research methods, design process, and results)
- Integrating a major project into a portfolio
- Major project presentation options: exhibition, installation, poster, paper, or digital
- Presentation techniques for one-on-one and one-on-group
- Presenting in a professional practice context
- Pursuing further study, academic opportunities and preparing for graduate studies
- Preparing for a capstone assessment

**Memo for Course Changes**

To: Linda Pardy, Chair, College of Arts Curriculum Committee

From: Jennifer Deon, Department Head, Graphic + Digital Design

Date: January 10, 2022

**Subject: Proposal for discontinuation of two courses: GD231 Dynamic Media II: Animation and Character Modelling and GD332 Virtual Space Design**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

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:

We recommend the discontinuation of both GD231 Dynamic Media II: Animation and Character Modelling and GD332 Virtual Space Design. The courses have not been offered since 2012, nor have they been required in GDD programs. These courses focus on animation rather than graphic design and require specialized software and equipment.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): N/A
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No
5. Which program areas have been consulted about the change(s)? Bachelor of Media Arts no longer requires these courses.
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic](#)



[Plan, Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). N/A

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? N/A
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials: N/A

**Memo for Program Changes**

To: Linda Parady, Chair, College of Arts Curriculum Committee

From: Karin Jager, Chair, Graphic + Digital Design Program Committee

Date: January 5, 2022

**Subject: Program change Graphic and Digital Design Diploma**

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

- ☐ Program revision that requires new resources
- ☒ Addition of new course options or deletion or substitution of a required course
- ☐ Change to the majority of courses in an approved program
- ☐ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☐ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☒ Other – Please specify:
  - i. Addition of GDD Major in preamble
  - ii. Minor revision in Learning Outcomes
  - iii. Minor editorial revisions in text
  - iv. Revision to equipment requirements
  - v. Revision to program delivery location

2. Rationale for change(s):

The revisions are as a result of the department move and program delivery on the Abbotsford Campus starting in Fall 2022 giving diploma students more opportunity. We propose offering GD creative practice elective options in the final semester of the diploma. This will give students a more solid foundation in creative practice. The options are one of *GD254 Typography I*, *GD303 Dynamic Media II: Storytelling*, *GD304 User Experience Design*, or *GD375 Packaging*. Furthermore, we recommend removing GD369 Professional Practices since the learning outcomes are covered in other courses (MEDA222, GD361 and GD316). The diploma has evolved since inception with the addition of MEDA222 and GD316 in recent years. These course offer a broader professional contexts.

- *GD361 Portfolio Development for Visual Communication*: This capstone covers personal brand positioning, digital profiles (GDD blog), presentation skills and résumé development.
- *GD316 Production* covers all essential entry-level professional practice requirements as part of the production process (business documents, time management, estimating, invoicing, and proposals)

- *MEDA222 Design Ethos for the Creative Practitioner* introduces industry standards, ethics, collaboration and professional associations.
  - Other revisions are mostly editorial such as changes to location and equipment requirements.
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? GD courses include the critical examination of the systems in which we engage. We aim to integrate ways of knowing beyond human centered. Upper-level courses consider systems design as core to impact and a designer's responsibility.
  5. Will additional resources be required? If so, how will these costs be covered? N/A
  6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? The diploma currently has two intakes (one fall, one winter). These changes offer students more creative practice opportunities. We anticipate these changes could increase enrollment.
  7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? No.
  8. Identify any available resources that will be used to accommodate the program changes. (e.g. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) The elective courses are being offered annually as part of the GDD Major and as options in the GDD Minor, GDD Extended Minor and BMA. The Department has considered scheduling implications and will ensure that students are offered at least two of the four elective options in their final semester.
  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.

## Graphic and Digital Design diploma

The Graphic and Digital Design diploma program introduces the creative industry and the fields of brand identity, graphic/communication design, dynamic media, and interactive design. With an emphasis on problem solving, students are immersed in real world projects, issues, and contexts. Students work in an innovative environment studios using industry standard software and Apple computers. Upon completion of the two-year diploma, graduates can gain entry-level positions in the field or in-house, freelance, or continue their studies to obtain a **Bachelor of Fine Arts degree** with a **major, minor or extended minor in Graphic and Digital Design**.

### Program learning outcomes

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

- Demonstrate a working knowledge of the creative industry.
- Utilize processes, tools, and technology for graphic design practice.
- Analyze visual communication problems using critical thinking skills.
- Demonstrate functional competence with principles of visual organization, visual language, typography, and theory as applied to visual communication problems.
- Develop strategies for planning, producing, and disseminating visual communications.
- Produce communication/graphic design, information design, brand identity, interactive design, illustration, and motion graphics projects.
- Apply ~~business practices, ethics, and self-promotional strategies~~ codes of conduct for in professional development practice.

### Entrance requirements

1. B.C. secondary school graduation or equivalent, or minimum 19 years of age before the first day of classes.
2. Prerequisites for **CMNS 125** or **ENGL 105**.

3. Applicants must meet the Degree/diploma level English language proficiency requirement. For details on how this requirement may be met, see the [English language proficiency requirement](#) section of the calendar.
4. Students with university-level credit must have a GPA of 2.00 on all courses attempted.
5. Portfolio of ~~current work~~[creative work](#) with accompanying documentation. See the [Graphic and Digital Design](#) website for specific guidelines.
6. Interview may be required based on portfolio submission of visual and written requirements. ~~International students may be interviewed via Skype.~~

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

## When to apply

Applications are accepted for entrance to the Fall and Winter semesters. 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, if not 19 years of age or older by the first day of classes.
  - Official transcripts (or interim transcripts) from all post-secondary institutions attended showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section for details. To retain their original application date, students should order early so transcripts arrive within two weeks of the date the application is mailed or submitted.
2. When their application has been processed by the Office of the Registrar, applicants will receive information on program orientation and portfolio submission dates, and a ~~copy of the~~ portfolio requirements. Applicants must submit a portfolio of recent ~~creative work~~[recently created works](#) and accompanying documentation, as directed in the

portfolio requirements. Portfolio requirements are also available from the department or on the [Graphic and Digital Design](#) website. The portfolio is not due at the time of application, but must be submitted online as per the posted submission deadlines. Portfolios are reviewed and an official letter of acceptance will be sent from the Office of the Registrar.

3. Upon admission to the program applicants 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. Any applicant who does not register by the end of June for the Fall intake, or November for the Winter intake, will be replaced by a waitlisted applicant.
4. In cases where interim transcripts are submitted, an admission decision may be made conditional upon completion of academic requirements.

If this program is full, or applicants are waiting to find out about their admission to the program, they will be given an opportunity to register as a [Qualifying Studies](#) student. It is not necessary to submit a separate application form. If applicants meet the entrance requirements and a space becomes available later, they will be contacted.

For students under 19 years of age, Fall admission is conditional upon proof of B.C. secondary school graduation.

## Basis for admission decision

Admission is on a competitive basis. Completed applications will be evaluated at the portfolio review. This will include the assessment of the visual portfolio, written reflections and submitted documents. Portfolios are assessed for creative ability, exploration and experimentation, and professionalism. The entire submission requires careful preparation and attention to detail. Meeting the minimal requirements does not guarantee admission. The purpose of the interview is to assess readiness for the expectations and demands of the program and the creative industry.

If the program is full, qualified applicants will be placed on a temporary waitlist. If applicants meet the entrance requirements and a space becomes available, they will be

contacted. The waitlist is void after September 1 for the Fall intake, and after January 1 for the Winter intake.

## Fees and additional costs

For general information on tuition and ancillary fees, see the [Fees and Other Costs](#) section. Please note that all GD designated courses have an alternate tuition rate, reflected in [Program-specific fees](#). For more information on the tuition rates for GD courses, please check the [Graphic Design](#) webpage.

In addition to fees, students entering the diploma program are required to purchase an industry standard equipment package comprising of a MacBook Pro laptop ~~and a monthly subscription to Adobe CC (Creative Cloud)~~, at a cost of approximately ~~\$2,500 – \$3,500~~ \$500. Details and specifications for the MacBook Pro will be provided ~~4 weeks before program start date in July~~. Books and additional supplies cost approximately ~~\$100~~ \$300 per course semester.

For information on financial assistance, students are encouraged to visit the [Financial Aid and Awards](#) office.

## Program duration

The Graphic and Digital Design diploma is two years in duration and is completed in a full-time capacity.

## Part-time and non-program students

The diploma program is not offered part-time. Students who attend UFV part-time, or who are enrolled in the BFA or other programs, may take any available graphic design courses for which they have the prerequisites. Those who later decide to complete the Graphic and Digital Design diploma are required to submit an application and portfolio, and should consult the BFA Academic Advisor.

Some graphic and digital design courses use tools and technology that adapt according to current industry practice. Students pursuing lengthy completion plans should be

advised that tools may change over the course of their educational plan, and earlier technology and methodology may no longer be relevant prior to completion.

## Location

The program is located ~~at the Mission campus for the Fall intake, and in on the~~ Abbotsford for the Winter intake campus.

## Program outline

The following courses will be included in the 60-credit diploma. The order of course offerings is at the discretion of the department, but ~~every course~~ course requirements will be offered once for each cohort.

## Foundation

### Core skills

| Course           | Title                         | Credits |
|------------------|-------------------------------|---------|
| GD 154           | Typography I                  | 3       |
| GD 157           | Digital Design Media I        | 3       |
| GD 159           | Digital Design Media II       | 3       |
| VA 101           | Figure Drawing                | 3       |
| <b>or</b> VA 113 | Introduction to Drawing       |         |
| GD 281           | Applied Photography and Video | 3       |



|        |                              |   |
|--------|------------------------------|---|
| GD 316 | Print and Digital Production | 3 |
|--------|------------------------------|---|

### History and writing

| Course             | Title                                                            | Credits |
|--------------------|------------------------------------------------------------------|---------|
| AH 203             | History of Posters: The Art of Persuasion                        | 3       |
| <b>or</b> GD 102   | History of Graphic Design                                        |         |
| CMNS 125           | Communicating Professionally to Academic and Workplace Audiences | 3       |
| <b>or</b> ENGL 105 | Academic Writing                                                 |         |

### Creative Practice~~Fields of practice~~

~~Visual identity and communication design~~

~~Publishing, promotion, brand identity, persuasion, and information design; emphasis on problem solving, sustainability, and human-centred solutions in print and digital media.~~

| Course | Title                                                       | Credits |
|--------|-------------------------------------------------------------|---------|
| GD 101 | Fundamentals of Design                                      | 3       |
| GD 260 | Graphic and Digital Design I ( <del>formerly GD 161</del> ) | 3       |

|        |                                |   |
|--------|--------------------------------|---|
| GD 317 | Graphic and Digital Design II  | 3 |
| GD 374 | Brand Identity <u>Design I</u> | 3 |

### **Dynamic media**

~~Image-based motion graphics, video, kinetic typography, and character design for design projects and storytelling.~~

| <b>Course</b>                   | <b>Title</b>                                                         | <b>Credits</b>        |
|---------------------------------|----------------------------------------------------------------------|-----------------------|
| GD 203                          | Dynamic Media I: Motion Graphics                                     | 3                     |
| <del>GD 216</del> <u>GD 216</u> | <u>Illustration for Visual Communication</u> <del>Illustration</del> | <del>3</del> <u>3</u> |

### **Interactive design**

~~Design for digital screens including websites, tablets, and mobile devices; includes interface design, development, UX, and content management.~~

| <b>Course</b>     | <b>Title</b>                                         | <b>Credits</b> |
|-------------------|------------------------------------------------------|----------------|
| GD 202            | Interactive Design I: Foundations in Web Design      | 3              |
| GD 204            | Interactive Design II: Web Development for Designers | 3              |
| <b>or</b> CIS 145 | Web Publishing                                       |                |

|        |                                  |   |
|--------|----------------------------------|---|
| GD 358 | Interactive Design for Portfolio | 3 |
|--------|----------------------------------|---|

### Professional development

| Course     | Title                                                | Credits |
|------------|------------------------------------------------------|---------|
| GD 361     | Portfolio Development for Graphic and Digital Design | 3       |
| GD 369     | Professional Practices I                             | 3       |
| MEDA 222   | Design Ethos and the Creative Practitioner           | 3       |
| or BUS 120 | Essentials of Marketing (see Note 1)                 |         |

Note 1: Students choosing BUS 120 require BUS 100 as a prerequisite.

|                       |                                       |          |
|-----------------------|---------------------------------------|----------|
| <b><u>One of:</u></b> |                                       |          |
| <u>GD 254</u>         | <u>Typography II</u>                  | <u>3</u> |
| <u>GD 303</u>         | <u>Dynamic Media II: Storytelling</u> | <u>3</u> |

|               |                                            |          |
|---------------|--------------------------------------------|----------|
| <u>GD 304</u> | <u>User Experience Design</u>              | <u>3</u> |
| <u>GD 375</u> | <u>Brand Identity Design II: Packaging</u> | <u>3</u> |

Note 2: Students pursuing a degree or further study in the field of Graphic and Digital Design may wish to take additional upper-level courses, GD 498 (Directed Study in Graphic and Digital Design I), GD 499 (Directed Study in Graphic and Digital Design II), or MEDA 469 (Design Thinking for Creative Leadership). These courses are not required for graduation from the Graphic and Digital Design diploma program.

## Workload and studio expectations

Graphic and digital design courses are intensive with a minimum of four hours of homework per week for each course. Students are expected to participate and engage as they would in a professional studio environment. The curriculum emphasizes experiential learning with team-based project work and extensive studio hours. Participation in activities outside of class time is required. This includes field trips, professional events, and community projects ~~as well as the graduation exhibition~~. The diploma program is not compatible with full-time employment.

**Memo for Program Changes**

To: Linda Pardy, Chair, College of Arts Curriculum Committee

From: Karin Jager, Chair, Graphic + Digital Design Program Committee

Date: January 5, 2022

**Subject: Program change 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:
  - i. Revision to equipment requirements
  - ii. Changes to some course titles as per submission

2. Rationale for change(s):

The GDD Major requires more rigorous capstone requirements. The department recommends replacing GD 461 Advanced Portfolio (3 credits) with a new GD 462 Visual Communication Capstone Project (6 credits). This is consistent with other design degree curricula in BC (proposed course revision included in this package). We further recommend removing GD 369 Professional Practices since the learning outcomes are covered in other courses (MEDA 222, GD 361 and GD 316).

- *GD 361 Portfolio Development for Visual Communication*: This capstone covers personal brand positioning, digital profiles (GDD blog), presentation skills and résumé development.
- *GD 316 Production* covers all essential entry-level professional practice requirements as part of the production process (business documents, time management, estimating, invoicing, and proposals)
- *MEDA 222 Design Ethos for the Creative Practitioner* introduces industry standards, ethics, collaboration and professional associations.
- *GD 461 has been replaced with the new GD 462.*
- Other revisions:
  - a. Equipment requirements. Students no longer have to purchase Adobe CC subscriptions.
  - b. Addition of ENV in the Theory, Criticality and Context options (cross-disciplinary context).

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? GD courses include the critical examination of the systems in which we engage. We aim to integrate ways of knowing beyond human centered. Upper-level courses consider systems design as core to impact and a designer's responsibility.
5. Will additional resources be required? If so, how will these costs be covered? N/A
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? N/A
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? No.
8. Identify any available resources that will be used to accommodate the program changes. (e.g. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) N/A
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. No.
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

## Graphic and Digital Design major

Lower-level requirements: 48 credits

...

Theory, Criticality, and Context: 12 credits

| Course                                                                     | Title                                      | Credits |
|----------------------------------------------------------------------------|--------------------------------------------|---------|
| AH 203                                                                     | History of Posters — The Art of Persuasion | 3       |
| <b>or</b> GD 102                                                           | History of Graphic Design                  |         |
| BUS 120                                                                    | Essentials of Marketing                    | 3       |
| <b>or</b> MEDA 222                                                         | Design Ethos and the Creative Practitioner |         |
| <b>Two of:</b>                                                             |                                            | 6       |
| AH, ANTH, ECON, <a href="#">ENV</a> , GEOG, HSER, POSC, PSYC, SOC, or SOWK |                                            |         |

Upper-level requirements: 48-50 credits

...

Professional Practice: 24 credits

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

|                   |                                                              |              |
|-------------------|--------------------------------------------------------------|--------------|
| GD 357            | Digital Project Management for Creative Practitioners        | 3            |
| GD 358            | Interactive Design for Portfolio                             | 3            |
| GD 361            | Portfolio Development for Visual Communication               | 3            |
| <del>GD 369</del> | <del>Professional Practices I</del>                          | <del>3</del> |
| GD 450            | Design Systems I: Experiential Graphic Design                | 3            |
| GD 460            | Design Systems II: Transmedia Solutions                      | 3            |
| <del>GD 461</del> | <del>Advanced Portfolio for Graphic and Digital Design</del> | <del>3</del> |
| <u>GD 462</u>     | <u>Visual Communication Capstone Project</u>                 | <u>6</u>     |
| <b>One of:</b>    |                                                              | 3            |
| ARTS 380          | Practicum/Internship II                                      |              |
| COOP 110          | Co-op Work Term Performance and Report I (see Note)          |              |
| GD 498            | Graphic and Digital Design Practicum I                       |              |
| GD 499            | Graphic and Digital Design Practicum II                      |              |

Note: COOP credits not used toward program requirements can be used toward elective requirements in the BFA degree.



**Memo for Program Changes**

To: **SFC, UEC**

From: **Ian Affleck (Department Head, Math & Stats)**

Date: **April 26, 2021**

Subject: **Program change - Bachelor of Science**

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

- ☐ Program revision that requires new resources
- ☐ Addition of new course options or deletion or substitution of a required course
- ☐ 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: Clarification of program combinations**

2. Rationale for change(s):

**Entrance requirements have been updated to allow for a greater variety of background courses in Science. Students who have completed certain university-level courses in Computing Science or Statistics are deemed to have met the Science requirement, and another course in Geography has been added to the list of acceptable courses in the Science requirement.**

**The Mathematics entrance requirement has also been broadened, to include second-semester calculus courses as options to meet this requirement.**

**The Fees and Additional Costs section has been edited to more accurately state the typical costs associated with courses in the program.**

**Under “Double Minors”, a note describing restrictions on combinations of Math and Stats programs has been reworded for clarity.**

**The declaration requirements for the Biochemistry minor have been relaxed, to not include an Arts requirement.**

**The declaration requirements for Biology have been tightened, to include a certain minimum grade in both BIO 111 and CHEM 113.**

**The declaration requirements for the Chemistry minor have been relaxed (now less strict than those of the Chemistry major) so are now introduced separately.**

**The section describing which Arts, Business, CIS and Kinesiology programs may be combined with which Science programs in a BSc has been clarified.**

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

**Program outcomes are not changing.**

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

**Changes to the entrance requirements, to expand the nature and number of qualifying background courses in Math and Science, will make it easier for students to enter the program and access reserved seats.**

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

**No additional resources will be required.**

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

**These changes are not expected to have a significant impact on 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?

**The number of required core or elective credits from the program-specific discipline is not changing.**

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

**No resources are required to accommodate the program 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.

**The number of required or elective courses from other disciplines in the program is not changing.**

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

**CWC comment and response:**

- The Admissions office may want to consult on the most effective way to present the entrance requirements.

*There was a suggestion earlier to arrange the entrance requirements as "Option 1 - for students with secondary school graduation only" and "Option 2 - for students with some post-secondary", as the arrangement is set up in the BA.*

*However, the BSc has four elements for admission, and the last three of these - Math, Science and English - are each expressed in such a way that it's immaterial how the student meets the first requirement (has only high school grad or has some university).*

*It's worth noting that a student might have high school grad and fewer than 9 university credits - so they meet the "high school graduation" entrance requirement for Requirement 1, but they might meet the Math or Science requirements via the university courses that they've taken, not via their high school courses.*

*Conversely, a student might have more than 9 university credits but not formal high school graduation, but might meet the Math or Science requirements based on high school course completion.*

*For those reasons, stretching out the overall entrance requirements into two lists (high school grad or 9+ PSI credits) would result in a lot of repetition. We felt that the proposed concise presentation would be preferable.*

# Bachelor of Science degree

## Entrance requirements

### 1. One of the following:

- B.C. secondary school graduation or equivalent, ~~or e~~
- Completion of nine university-level credits, with a minimum CGPA of 2.00 based  
on all university courses-credits attempted.

Note: once a student has 9 or more credits, admissions is based on the cumulative GPA option

### 2. **Mathematics requirement:** one of the following:

- Pre-calculus 12 or Principles of Mathematics 12 with a minimum grade of B<sub>i</sub>
- Calculus 12 with a minimum grade of A<sub>i</sub>
- MATH 095 with a minimum grade of B<sub>i</sub>
- MATH 096 with a minimum grade of B<sub>i</sub>
- MATH 092 and MATH 093, each with a minimum grade of B<sub>i</sub>
- MDPT score of 70% or better<sub>i</sub>
- MATH 110 with a minimum grade of C+<sub>i</sub>
- MATH 111 with a minimum grade of C<sub>i</sub>
- MATH 112<sub>i</sub>
- MATH 118<sub>i</sub>

### 3. **Science requirement:** ~~one course from one of the following disciplines, of the following~~ courses with a minimum grade of C+:

- ~~Biology:~~ Anatomy and Physiology 12, Biology 12, BIO 093, or BIO 111<sub>i</sub>
- ~~Chemistry:~~ Chemistry 12, CHEM 093 (discontinued), CHEM 110, or CHEM 113<sub>i</sub>
- COMP 150, COMP 152, or COMP 155<sub>i</sub>
- ~~Geography:~~ Physical Geography 12, Geography 12, GEOG 101 (discontinued),  
GEOG 102 (discontinued), ~~or GEOG 103<sub>i</sub>~~, or GEOG 111<sub>i</sub>

- ~~Geology:~~ Geology 12 or GEOG 116.
- ~~Physics:~~ Physics 12, PHYS 093, PHYS 100, PHYS 101, PHYS 105, or PHYS 111.
- STAT 104 or STAT 106.

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

Attendance at a Bachelor of Science information session or personal interview with an Advisor is recommended.

Students who do not meet these requirements might consider **Qualifying Studies**.

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## Double minor

A double minor degree is available. Students choose two minors from:

- Applied Statistics
- Biology
- Chemistry
- Computing Science
- Mathematics or Mathematics (Statistics option)
- Physical Geography
- Physics

~~Note: the Applied Statistics minor cannot be combined with the Mathematics minor (Statistics option), and the Mathematics minor (Statistics option) cannot be combined with the Mathematics minor, but the Applied Statistics minor can be combined with the Mathematics minor.~~

Note: The following program combinations are not permitted, due to significant overlap in curriculum content:

- no major may be combined with a minor in the same discipline;

- a Biochemistry major may not be combined with a Biology minor;
- a Biochemistry major may not be combined with a Chemistry minor;
- a Mathematics major may not be combined with a Mathematics minor (Statistics option);
- a Mathematics minor may not be combined with a Mathematics minor (Statistics option);
- an Applied Statistics minor may not be combined with a Mathematics minor (Statistics option).

## Bachelor of Science declaration requirements for majors and a minor

Students may formally declare a Science major or minor if they meet all of the following requirements:

- A minimum of 30 credits;
- A minimum CGPA of 2.00 on all credits attempted; and
- The declaration requirements of the specific subject discipline(s) (see below).

Bachelor of Science students are expected to declare a major or minor by the time they have completed 60 credits. In order to have access to discipline-reserved seating, where applicable, students must be admitted to the BSc and be formally declared. Students who are undecided should consult with an Advisor regarding their options.

Please note that the number of students requesting entry into any Science honours, major, or minor may exceed capacity. Departments reserve the right to select competitively if necessary. The basis for selection will be the applicant's GPA on required lower-level prerequisites; students in the Bachelor of Science program will have priority. UFV cannot guarantee available seats in required program courses.

## Specific major and minor declaration requirements

**Applied Statistics** minor declaration requirements:

- Prerequisites for **STAT 271**

**Biochemistry** major declaration requirements:

- BIO 111, BIO 112, CHEM 113 and CHEM 114
- One of MATH 111 or PHYS 111 or PHYS 105
- ~~One of the following: ARTS 100, university-level ENGL, CMNS 125, or any CMNS course numbered 235 or above~~

**Note:** The Biochemistry major may not be combined with a minor in Biology or Chemistry.

**Biology** declaration requirements:

- ~~C+ in both BIO 112 and CHEM 114~~ BIO 111 and CHEM 113 with a C or better in each;  
and
- BIO 112 and CHEM 114 with a C+ or better in each; and
- One of the following: MATH 111, PHYS 105, PHYS 111, STAT 104, or STAT 106

**Chemistry major** declaration requirements:

- CHEM 114 and PHYS 111
- One of the following: MATH 112 or MATH 118

**Chemistry minor** declaration requirements:

- CHEM 114 and either PHYS 105 or PHYS 111
- One of the following: MATH 112 or MATH 118

**Computing Science major** declaration requirements:

- COMP 125
- C+ in COMP 150
- C in MATH 111
- MATH 125

**Computing Science minor** declaration requirements:

- Any two COMP courses

**Physical Geography** declaration requirements:

- One Physical Geography course (GEOG 101 (discontinued), 102 (discontinued), 103, or 116)
- One of the following: MATH 111, PHYS 101, PHYS 105, PHYS 111, BIO 111, CHEM 113, STAT 104, STAT 106, or STAT 270/MATH 270

**Mathematics** declaration requirements:

- C+ in one of the following: MATH 112, MATH 211, MATH 221, or MATH 255/ENGR 255

**Physics** declaration requirements:

- PHYS 112 and C in one of MATH 112 or MATH 118

**Other degree programs** may declare a science major or minor by satisfying the Bachelor of Science declaration requirements of the major/minor listed above. Students must also have the approval of their degree program.

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Science major or Science double minor with an Arts major, Arts extended minor, Arts minor, Business minor, CIS minor, or Kinesiology minor

Students completing the requirements for a Science major or a Science double minor may combine their Science major or double minor with an Arts major, Arts minor or extended minor, Computer Information Systems minor, Kinesiology minor, or Business minor, with the following exceptions:

- a Mathematics major cannot be combined with a Mathematics extended minor;
- a Mathematics minor cannot be combined with a Mathematics extended minor;
- a Mathematics minor (Statistics option) cannot be combined with a Mathematics extended minor;



- a Computer Science major cannot be combined with a Computer Information Systems minor or extended minor;
  - a Computer Science minor cannot be combined with a Computer Information Systems minor or extended minor;
  - a Physical Geography major cannot be combined with a Geography major, minor or extended minor;
  - a Physical Geography minor cannot be combined with a Geography major, minor, or extended minor;
  - a Biology major cannot be combined with a Biology extended minor;
  - a Biology minor cannot be combined with a Biology extended minor;
  - a Biochemistry major cannot be combined with a Biology extended minor.
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- A Mathematics extended minor in Arts cannot be combined with a Mathematics major, Mathematics minor, or Mathematics minor (Stats Option);
  - A Computer Information Systems minor or extended minor cannot be combined with a Computer Science minor or major.

When a major, extended minor, or minor outside the Science faculty is completed, the transcript will specify the Science major or double minor, as well as the applicable Arts **major, Arts minor or extended minor, Business minor, Computer Information Systems minor** or extended minor, or **Kinesiology minor**. ~~in biology, chemistry, mathematics, physical geography, or physics, or a double minor in biology, chemistry, mathematics, physical geography, physics, or computing science may combine the science major or science double minor with any arts , arts or , , , or any . A mathematics major or minor in Science cannot be combined with a mathematics major, minor, or extended minor in Arts. A Mathematics extended minor in Arts can be combined with an Applied Statistics minor, but cannot be combined with a Mathematics major, Mathematics minor, or Mathematics minor (Stats Option).~~ When a major, extended minor, or minor outside the science faculty is completed, the transcript will specify both the science major and the applicable arts major, arts extended minor or minor, business minor, computer information systems minor, or kinesiology minor.

Note: Students who wish to combine a Science major or double minor with a non-science Science minor or major may need to complete more than 120 credits in order to complete the degree.

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## Program requirements

To be eligible for the BSc students must satisfy the following general requirements:

1. 120 applicable university-level credits, with a minimum GPA of 2.00. At least 30 of these university-level credits must be completed at UFV. Electives may be selected from any 100 or higher university-level course. Co-op course credit can be used towards the degree requirements but is limited to one course.
2. 44 upper-level credits with a minimum CGPA of 2.00, including a minimum CGPA of 2.00 in upper-level credits for each major or minor subject.
3. Declaration of a major/minor by the completion of 60 credits (see Notes).
4. MATH 111 and either MATH 112 or MATH 118
5. At least one of the following pairs:
  - BIO 111 and 112
  - CHEM 113 and 114
  - PHYS 111 and 112
6. Any two courses from the following: university-level ENGL, CMNS 125, or any CMNS course numbered 235 or above; ~~or ARTS 100.~~
7. Discipline requirements for at least one of a science honours, science major, or double science minor. **See above** for available honours, majors, and minors.

Note 1: Students who fail to declare a major/minor by the completion of 60 credits may be removed from the program. Students who are undecided should consult with an Advisor regarding their options.

Note 2: Students who wish to complete a major and a minor may need to complete more than 120 credits to complete their degree.



## Undergraduate Education Committee Terms of Reference

### RESPONSIBILITIES

1. Advise Senate on curricular matters related to the undergraduate educational programs of the university.
2. Advise Senate on policies, procedures, and criteria for the admission, evaluation, withdrawal, and promotion of undergraduate students.
3. Advise Senate on the criteria for awarding certificates, diplomas, and degrees to undergraduate students.
4. Advise Senate on policies and procedures for review and approval of new and existing courses, programs, or curricular changes.
5. Review the recommendations of faculty councils, approve the recommendations where mandated by Senate to do so, and inform Senate.
6. Advise the Academic Planning & Priorities Committee on proposals for new programs and program revisions that may occasion a change to the alignment of programs with institutional priorities.
7. Make recommendations to Senate on the resolution of disputes between departments and other academic divisions related to undergraduate course and program development and delivery.
8. Establish such subcommittees as needed to fulfill the committee's responsibilities.
9. Other duties as assigned by Senate.

### COMPOSITION

#### **Voting Members**

- Chair, a faculty member of the committee, nominated by the committee, and approved by Senate
- Vice-Chair, University Registrar (or designate)
- Nine faculty members, approved by Senate, at least two of whom shall be members of Senate\*
- Two Deans or associate deans approved by Senate
- University Librarian or designated Librarian<sup>†</sup> (ex officio)
- One Academic Advisor approved by Senate
- One staff member approved by Senate
- Two undergraduate students approved by Senate
- Associate Vice-President, Teaching and Learning (or designate) (ex officio)

#### **Ex Officio Non-Voting Members**

- Provost & Vice-President, Academic (or designate)
- Associate Vice-President, Research, Engagement, and Graduate Studies (or designate)
- Executive Director, UFV International (or designate)
- Senior Advisor on Indigenous Affairs
- Manager, Enrolment Planning

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\* Normally, there shall be at least one member from each of the Faculties, selected to reflect the diversity of disciplines at the university.

<sup>†</sup> Normally, the designate shall be appointed for a minimum of a one-year term to ensure continuity.

- Associate Vice-President, Institutional Research and Integrated Planning (or designate)
- Associate Director, Program Development and Quality Assurance
- Director, Advising Centre (or designate)

**Administrative Support**

- UEC Assistant/Calendar Editor, Office of the Registrar