



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.

Course Code and Number: ENV 484	Number of Credits: 4 Course credit policy (105)														
Course Full Title: Directed Studies in Environmental Studies Course Short Title: Directed Studies: Env. Studies <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>															
Faculty: Faculty of Science	Department: School of Land Use and Environmental Change														
Calendar Description: 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.															
Prerequisites (or NONE):	60 university-level credits including at least nine credits of GEOG or ENV.														
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): <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>	Special Topics <i>(Double-click on boxes to select.)</i> 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> Independent Study If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit														
Typical Structure of Instructional Hours <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;">Total hours</td><td style="text-align: center;">60</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	Total hours	60	Transfer Credit Transfer credit already exists: <i>(See bctransferguide.ca.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Submit outline for (re)articulation: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>
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Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	Grading System <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit Maximum enrolment (for information only): Expected Frequency of Course Offerings: <i>(Every semester, Fall only, annually, etc.)</i>														
Department / Program Head or Director	Date approved: December 2021														
Faculty Council approval	Date approved: January 14, 2022														
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. 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.