1. FOR APPROVAL
   1.1. Adopt the College of Arts Council Agenda for March 1, 2013
   1.2. Approve the College of Arts Council Minutes of February 1, 2013

2. GUESTS
   2.1. Internationalization - O. Steyn
   2.2. Mumbai - T. Carolan

3. REPORT FROM CHAIR & VICE-CHAIR

4. SENATE SUBCOMMITTEE REPORTS
   4.1. Senate Governance
   4.2. Senate Budget Committee
   4.3. UEC
   4.4. APPC
   4.5. GSC

5. FOR DISCUSSION
   5.1. MA in Migration and Citizenship - N. Mooney / S. Bains

6. FOR INFORMATION
   6.1. The following items were approved at the College of Arts Curriculum Committee
       Psychology:
       • Declaration policy for majors and extended minors
       • Revisions: PSYC 101; PSYC 102

       Communications:
       • Course revisions: CMNS / MACS 480
MINUTES  
COLLEGE OF ARTS COUNCIL (CAC)  
February 01, 2013  
1 PM – Room B132  

Present: Jacqueline Nolte (Chair), Betty-Joan Traverse, Brenda Philip, Bruce Kirkley, Cherish Forster, Christine Elsey, Claire Beaney, Darren Blakeborough, David Thomson, Deborah Greenfield, Ding Lu, Douglas Hudson, Gayle Ramsden, Ghizlane Laghzaoui, Glen Baier, Heather Davis-Fisch, Irwin Cohen, Joe Sunami, John Pitcher, Ken Brealey, Larissa Horne, Lee Phillips, Marcella LaFever, Nadeane Trowse, Nicola Mooney, Prabjot Parmar, Samantha Pattridge, Sean Parkinson, Stephen Piper, Steven Marsh, Susan Fisher, Sylvie Murray, Teresa Piper, Tetsuomi Anzai, Wayne Podrouzek, Zoe Dennison, Suki Grewal (recorder)  

Regrets: Anna Wauthy, Chantelle Marlor, Jill Bain, Shirley Hardman  

1. FOR APPROVAL  

1.1. Adopt the College of Arts Council Agenda for February 1, 2013  

Agenda was re-numbered to read:  
1. For Approval  
2. Guests  
3. Senate Subcommittee Reports  
4. Nominations & Elections Committee  
5. Dean's Report  
6. For Decision  
7. For Information  

MOTION:  
The agenda of Feb 1, 2013 was adopted with the changes.  

1.2. Approve the College of Arts Council Minutes of November 23, 2012  

MOTION:  
The minutes for November 23, 2012 were approved as presented.  
M. LaFever / B. Kirkley  
CARRIED  

2. NOMINATIONS & ELECTIONS COMMITTEE  

2.1. Election of CAC Vice-Chair  
• Upcoming CACC Elections  

Wayne Podrouzek advised there was one nomination for CAC Vice-Chair from Stephen Piper.  

Opened the floor for nominations of which there were none. Stephen Piper declared CAC Vice-Chair.  

Wayne also advised that a call for nominations for CACC (1 Faculty at Large,
and one Creative Arts rep) will be circulated in the coming weeks. This election will take place at the April 5, 2013 CAC meeting. Elected members will begin their term September 2013.

3. GUESTS

3.1. An Example of Field Learning - L. Horne

3.1 Larissa Horne - An Example of Field Learning

Larissa along with two instructors from Capilano and one business professional from BC Hospitality put on a seminar in Krasnodar, Russia on volunteerism in the summer of 2011. The attendees of this seminar could be potential volunteers at the Sochi Olympic games in 2014.

The seminar highlighted the importance of giving back to the community and establishing a legacy of volunteerism in Russia. There was tangible success in knowledge transfer as they wanted immediate implementation of what they learned. Seminar guests came from various areas; regional universities, professionals, policy makers, etc.

Every seminar was sold out and all material used at the seminars were gifted to the organizers. All expenses were paid by the Russian government.

Proof of success from these seminars were noted during the Krasnodar floods in Russia when students from the seminars became leaders and volunteered their services in the aftermath.

It is worthy to note that Capilano was very entrepreneurial in this venture. It was a great service opportunity which has led to relationships between Capilano and the Krasnodar university.

Four years ago, Larissa along with Eric Davis and a student went on a fact finding mission to St. Petersburg to create partnerships. However, due to reorganizations occurring at UFV, this was put on hold. Thanks to Jacqueline Nolte, Susan Fisher and Eric Davis, we are trying to re-establish the creation of an MOU with St. Petersburg university. Unfortunately, now St. Petersburg is going through a re-organization.

Larissa has continued to develop relationships and has with the Russian Embassy in Ottawa. We have been invited to meet with them to discuss our needs. A Russian Consulate office has also opened up a space here in Vancouver.

Our goals are to have a MOU formally signed with St. Petersburg and to continue to create good relationships within Russia. We have full support from International on this from John Potts.

To coordinate activities or for more information on what was discussed here, please feel free to contact Larissa at larissa.horne@ufv.ca and Jacqueline.
4. DEANS REPORT

Jacqueline

Copyright Update:
As of November 2012, UFV is no longer operating under an Access Copyright license, which means that we are now operating solely under the provisions of the Copyright Modernization Act (Bill C-11) and the Fair Dealing provisions within Canadian copyright law.
Some basic copyright information could be found at: http://www.ufv.ca/library/tutorials/copyright.htm.
Someone from the Library will contact various Faculty Councils to present on this.

2013-14 Campus Planning Principles & Considerations:
Craig presented at the January Senate Budget Committee (minutes can be found on the Senate website). Please send any feedback/comments to Craig and Jacqueline.

Program Prioritization:
Will need to coordinate conversation on program review process, efficiency of FTE’s and streamlining curriculum.
There will be greater accountability from departments and deans.

Strategic Plan:
Have our priorities align with what we deliver.
Have to operate within what we are mandated and funded to deliver. Where there is flexibility, there will be difficult decisions to make.
We need faculty to help keep this process respectful and to preserve collegiality.

Jacqueline congratulated Heather Davis-Fisch for her success in directing Ernestine Shuswap Gets her Trout by Tomson Highway.

Jacqueline thanked Michelle Rhodes for organizing the UFV science faculty research open house.

Also mentioned that Bruce is directing The Merchant of Venice by William Shakespeare in March.

Susan

Open Textbooks Initiative from BC Campus:
On February 26, 2013, there will be an information session held at Kwantlen Polytechnic University, Richmond campus, from 9:00 to 3:30. For more information on this session go to: http://www.bccampus.ca/adopting-open-textbooks-workshop/view/2013-02-26. You can also go to the BC Campus website to their FAQ section to learn more about this initiative.

On Monday, February 4th, the film Romance of the Far Fur Country will be shown in B101 at 5:00pm. There will be a guest from Alert Bay present.
On the same night, the event Building the 8th Fire; Renewing the relationship between Canada and its First Peoples will be held at the CEP campus at 6:30.
Susan brought forward a suggestion by Hamish for faculty to get together informally at lunch to discuss teaching, PD opportunities, etc. These gatherings will be held in room B133 at noon. A formal announcement of this will be sent out to you shortly.

5. SENATE SUBCOMMITTEE REPORTS

5.1. Senate Governance

A revised version of the proposed Final Grade Appeals policy will be presented at Senate on February 15, with a notice of motion for approval at the March meeting. The revised version will be included in the Senate agenda package to be posted shortly.

A subcommittee of Governance has been formed to articulate Senate’s responsibility relative to rank, tenure, and standards and to propose models for the creation of a Faculty Standard Committee. Sylvie, Dan Harris and Peter Geller are on the committee.

5.2. Senate Budget Committee

There will be a twenty million reduction in 2013 - 2014 for post-secondary education. FTE funding will not be increased.

After calculating revenue and expenses for 2013-2014, UFV needs to find $3.85 million to balance the budget. In Betty Poetker’s presentation, she listed some opportunities in reducing costs (slide shown at CAC).

5.3. UEC

Bachelor of Media Arts was passed.

Al Wiseman put forth a motion to investigate publishing the calendar more than once a year. It would be in an electronic version. This will change the lead times for program changes.

5.4. APPC

The Teaching and Learning Director is coming to the end of her term, and Eric is seeking input on reviewing the terms of the position. See agenda package, Jan 23, pp. 5-8 for more information.

A “fast track” program approval process is being discussed. Criteria (which programs would be allowed to bypass the regular process) and process for review/approval are to be proposed by a subcommittee. Any comments/concerns regarding this process can be forwarded to APPC as it will not come back to CAC.

A subcommittee has proposed a Template for Faculty Submissions to Education Plan Yearly Update. The proposal can be read on p. 21-25 of the APPC agenda package. It is going next to the Deans’ Council for review and comment, before submission to Senate for approval. The goal is to clarify what should be included
in the Ed Plan Update and APPC’s timeline for reviewing the Update and strategic directions/planning priorities.

A committee was formed to work on a program discontinuance policy. The committee includes Cheryl Dahl and Peter Geller (as “resource” people), Gerry Palmer, Joanne McLean (Health Sciences Dean), John Todrick, and Chantelle Marlor.

5.5. GSC

Work completed on the Graduate Course and Program Approval Policy which has been reviewed by APPC (Jan 23) and Governance (Jan 29), and is going to Senate on February 15 for approval. It parallels the Undergraduate Course and Program Policy as most recently revised.

We are proposing a change to our Terms of Reference for “postgraduate” to be replaced by “graduate” (terminology consistent with the name of the committee and common understanding of graduate studies).

We have completed revision of the General Regulations for Graduate Studies at UFV (last approved in 2004 by UCC) and will seek Senate approval on Feb 15.

A subcommittee has been formed to examine membership in the School of Graduate Studies. Points to be discussed: Can people not currently teaching/supervising in UFV graduate programs become part of the School of Graduate Studies? For instance, those who are involved in teaching/supervising at other institutions, are developing graduate programs, or are interested in developing a graduate program. The subcommittee will also discuss the benefit of becoming a member of the School of Graduate Studies and clarify membership criteria. Subcommittee members are Sylvie, Noham Weinberg, AVP Adrienne Chan and Dean Rosetta Khalideen.

Reports were presented on three graduate programs currently in development: Master of Integrated Science and Technology (MIST), Master of Professional Accountancy and Corporate Finance, and Master of Arts in Migration

5.6. Council Standards Committee

Committee has had their first meeting.

There is no clarity on mandate or terms for the committee. Committee has taken it upon themselves to define a precise mandate which will be brought back to CAC. Committee will be discussing procedure for coordinating standards.

6. FOR DECISION

6.1. CACC Terms of Reference - T. Anzai

The biggest change was to membership. There used to 22 members, now there are 12. The committee is still able to perform their duties and reducing membership has made the committee more efficient. Because of this, they are able to have in-
depth discussions on specific topics around curriculum, budget, learning outcomes, etc.

Tetsuomi and Rachael perform editorial screening prior to the package being sent out which frees up a lot of time at the meetings.

Correction in the Terms of Reference was noted from the floor. Page 8 item (e) change AFCC to CACC.

MOTION:
To approve this change.
D. Thomson / S. Fisher
CARRIED

6.2. Addition to CAC Membership

Hilary Beard from the Development Office has requested to join CAC. She does not want voting rights. She would attend meetings in hopes of gaining a sense of what our faculty is involved in such as projects, interests, etc, as she is out in the community raising funds.

It was suggested that she also be invited to CACC.

As there was no objection to this, Jacqueline will invite Hilary to CAC and CACC.

7. FOR INFORMATION

7.1. Draft Policy - Undergraduate Directed Studies, Special Topics & Independent Study Courses

This is heading back to Senate. Any exceptions to this policy or concerns will need to be emailed to Jacqueline for her to present at Senate.

7.2. Strategic Research Plan

Please discuss this at the department level and send updates to Jacqueline and Susan.
Report to CAC on APPC February 2013 meeting

Submitted by Chantelle Marlor

There was a full agenda for the February meeting. Too full, in fact—we did not have enough time to discuss the last item on the agenda. What was discussed was: issues related to the Biology and History program review reports, a draft of the program discontinuance policy, and the Five Year Plan for UFV Online. The Five Year Online Plan is likely of the most interest to the general membership of CAC, so I will focus on this for the rest of the report. The report contains an implementation schedule of a plan Wendy Burton, Director of Teaching, Learning and Educational Technology Services drafted, with input from others. In it, she states that, by the end of the fifth year of the plan (2017), 80% of all courses (please note: this is not 80% of all sections of all courses) will have an online version that is offered at least every three years. Considerable debate was had over this document. The way it was described by various APPC members to other APPC members was that this plan was just that, a plan—that it could be changed, like any other plan. The importance of passing it, they said, was that it would signify we did have a plan for online instruction (as opposed to now, when we do not). Issues around budget implications and questions as to whether there was enough demand to warrant the 80% figure were raised. In the end, the Five Year Plan was passed by APPC. Before this plan is accepted, it must still be passed by Senate.
MEMORANDUM

To: Eric Davis, Chair of the Academic Planning & Priorities Committee
From: Wendy Burton, Director of Teaching, Learning, and Educational Technology Services
Date: February 12, 2013
Re: Five-Year Plan for UFV Online

As part of UFV’s integrated planning process, the Director of Teaching, Learning and Educational Technology Services submits the attached five year plan for UFV Online. A draft of the plan was presented to Deans Council and Faculty Councils in 2011/12. APPC discussed the draft plan at its June 13, 2012 meeting.

This plan is now well into year one; therefore, revisions have been made based on the feedback received at APPC and the progress made on the goals articulated in the plan.

The main amendment is to re-visit the goal of developing an online version of 100% of all UFV courses by 2017.

The revised version of the UFV Online plan is submitted to APPC for review and recommendation to Senate. Please note that a current review of online courses, prepared by Institutional Research, is not available for inclusion in this document. This document will be available shortly.

MOTION: THAT the APPC recommends to Senate approval of the UFV Online in 2017 Five-Year Strategic Plan (February 2013).
UFV Online in 2017
Five-Year Strategic Plan
Revised February 2013

The Strategic Directions “Changing Lives, Building Community” established the goal for UFV “provide the best undergraduate education in Canada”; to “be a leader of social, cultural, economic and environmentally-responsible development in the Fraser Valley”; and to “be innovative, entrepreneurial, and accountable in achieving our goals.”

Our strategic directions include commitments to “provide accessible and challenging learning experiences,” “provide ... practical skills that students require for employment,” “use the best pedagogical practices” and “engage students actively”. This UFV Online Strategic Plan details the strategy and objectives of UFV online to achieve the strategic directions over the coming five years.

With these strategic directions in view, UFV Online proposes that by 2017 UFV will have an online or hybrid version of 80% of courses offered at UFV.

Rationale

The demand for fully online courses continues to increase. Students, with multiple demands on their time and resources, often search first for online courses when they timetable each semester. Students in some departments can only complete their programs as a result of fully online offerings. With the space crunch we experience on the Abbotsford Campus, and the desire of students on our other campuses, including Chandigarh, to complete their studies efficiently, online course offerings are an essential element of the course mix at UFV. Offering more fully online or hybrid courses will not only solve many of our institutional infrastructure issues but also will meet the changing needs of our student population.

With access to increasingly sophisticated technology, students expect to have access to media-rich learning environments and are expected to produce media-rich assignments. We anticipate students will continue to seek alternative modes of engaging with instruction, including pod-casting (vid-casting), online supplemental sites for their face-to-face courses, etc. With the efforts to reduce our carbon footprint, students will seek closer to home education, and UFV’s catchment area will be visited by high-quality educational opportunities in the online environment.

With careful development of our online course offerings, construed as our online campus, students will encounter a lively environment with suitable support and adequate challenge to provide the same high quality education they already experience in face-to-face settings. As a result of shifts in available technology, the tendency on the part of many faculty is to use the hybrid environment, where students
meet face-to-face for some part of the semester and participate in mandatory online activities for the balance of their studies. Pilots are underway to develop this hybrid environment, as well as developments in what is referred to as the “flipped” classroom.

**Current Context (excerpt from Teaching and Development Education Plan 2009-2011)**

The Teaching and Development division was created in 2007 with a purpose to build institutional capacity in areas that contribute to the future growth, development and support of our students and our faculty. Included in this division are the Office of Enrolment Management, the Regional Student Transitions Coordinator, the Teaching and Learning Centre, Instructional Media Services, UFV Online, the Career Centre, the Assessment Centre and the Writing Centre.

The major emphasis has been to build programs and services that will improve student retention rates between first and second year, with the following ongoing priorities:

- Enhance a strong culture of engagement and a focus on students successfully meeting their educational and career goals.
- Build on our already well established reputation as an institution that focuses on teaching excellence and on the integration of research with teaching.
- Cultivate faculty success at all levels to reinforce our commitment to UFV as a premier learning community.
- Provide mentorship and training on the latest learning technologies and teaching practices.

The Teaching and Learning Centre is a place that brings together faculty to explore, to learn and to shape their ideas with colleagues. Also required are ongoing programs of professional development, whether it is on leadership and governance, building a research program, or on internationalizing and indigenizing the academy.

**STUDENT ENGAGEMENT**

Many of our students come to us as first generation learners and with an expectation that their educational outcomes will support their career aspirations. We also have a large number (40%) of adult students, who return to post-secondary education later in life and often for career purposes. Our students tend to feel more economic pressure to get through quickly and/or be employed more hours, they have less time to be engaged in activities and services outside the classroom, yet we know student engagement is critical to academic success. Student focused engagement and retention programs assist our students in meeting their educational and career goals. Experiential learning such as a co-op, internships and service learning, for academic credit, can play a critical role in student engagement, success and satisfaction and at the same time assists with bridging the economic reality. … We are also seeing more part-time and/or mature learners.

**History of UFV ONLINE**

Online courses have been offered, since 1994, by innovators and early adopters. The infusion of funding as a result of the CanLearn project in the late 1990s brought early majority adopters into online course
development and teaching. Between 2002 and 2011, online course offerings at U[C]FV grew from 1078 course enrolments in 46 courses to 4502 course enrolments in 170 sections. The distribution of courses has been heavily weighted on the first and second year courses, with a significant reduction in numbers of courses offered at the third and fourth year level. For example, in 2005-06, 56 courses were offered at the first year level compared to 10 at the fourth year level.

Another trend has been the rate of student interest in online courses. Fully online courses have increased from 29 in Fall 2004 to 59 in Fall 2009 and from two in Spring 2004 to 46 in Summer 2011.

The PLAN

Year one: 2012-2013: GOALS

- Increase course offerings in the online campus from 172 annually with an enrolment of 4500 to 185 courses fully online.
- Provide an overview of our current course offerings
- Select a group of departments for immediate build out of upper level courses:
  - Geography
  - Kinesiology
  - Communications
  - UUP
- Complete development of a fully online Master Social Work
  - Develop fully online options for directed independent study and capstone courses
  - Develop fully online options for internship and practicum learning, so students can pursue international, community, service and work-place learning at a distance
  - Develop capacity for small-group and discussion-based courses to offer sections with participants face-to-face and distance
  - Adult Education
- Best practices are described and available for faculty developing and teaching courses fully online and hybrid
  - BB Learn Introductory, Advanced and Specialty Workshops
  - Best practices sessions led by faculty
  - Individual and department consultations
- Policies governing practices in the online environment are developed

Year Two: 2013-14: GOALS

- Increase course offerings in the online campus from 185 annually to 250 fully online and hybrid courses.
- Engage Faculty of Science and Faculty of Health Sciences in a long-range project to develop online course offerings, either hybrid or fully online
  - Underway with Health Sciences
  - course development in Faculty of Science
significant development of the flipped classroom in Mathematics, UUP

• Develop five demonstration pod- and vid-casting options, for lecture-based courses
  o Kaltura in a shared-services model with BCcampus and UBC (Summer 2013)
• Develop e-portfolio options for the PLAR initiative
  o Funding provided by VP Academic for e-portfolio software
• Develop capacity for supplemental and hybrid activities in 10% of all courses offered in a semester
  o Achieved. 150 plus supplementals offered in each of Fall 2012 and Winter 2013
• E-conferencing of course activity is available on Abbotsford, Chilliwack South, Mission, and Hope Campuses
  o achieved

Year Three: 2014-2015: GOALS

• Increase course offerings in the online campus from 250 annually to 300 fully online and hybrid courses.
• Development of online version of every course offered in university transfer courses is at 60% completion.
• Online courses in selected Trades and Technology programs (such as Event Management, for example) are in development, with the goal of offering three programs fully online by year five.
  o This goal may be affected by provincial level policies governing Trades programming
• Faculty of Science and Faculty of Health Sciences offer ten courses fully online in an academic year (not including the programming level in KPE)
• The Hope Centre has a tutor in place to support those learning online who live in the Hope area

Year Four: 2015-16: Goals

• Increase course offerings in the online campus from 300 annually to 380 fully online and hybrid courses
• A selected program in Trades is fully online
• UUP course development is completed, in order to provide either English, Social Studies, or Science and Math at the intermediate and advanced levels A transition program for aboriginal learners, based at Chehalis, is fully online with a learning centre on the north side of the Fraser River, either in Mission, Chehalis, or Seabird Island

Year Five: 2016-17: GOALS

• Increase course offerings in the online campus from 380 annually to 450 fully online and hybrid courses
• UFV offers 100 courses fully online in each of three semesters, with an appropriate range of 1st to 4th year offerings, and UUP, ESL, and Trades courses also available

1 Appropriate level of activity in the online environment is a decision best left with departments, faculty councils, Deans, and perhaps Academic Planning and Priorities Committee.
• Eighty percent of UFV courses have an online and/or hybrid version offered online at least once in a three year cycle. Students select the course based on which campus is “closer” to them; therefore, an online course selection is always within their perceivable future.
• Online course offerings are mapped in three-year periods.
• Students download video-captures of lectures; participate in laboratory work (CIS and Biology) at a distance, and work collaboratively in the online environment.

Current Activity

• Please see Online Course Review, February 2013 (attached)

Current Resources

Teaching and Learning, which includes Educational Technology Services (ETS), two Teaching and Learning Centres, UFV Online, Supported Learning Group program, and Prior Learning Assessment and Recognition, has 9.6 full-time equivalents, a Director, and one .5 faculty member (SLG)

Of these fte, the equivalent of one position supports our current level of fully online and hybrid courses. One staff person is providing design and development support for the online MSW and for courses in the History Department, to a 40% work commitment. The remaining .6 fte is currently divided among two people.

✓ I propose to re-align the duties and responsibilities of one additional fte to meet the support needs for our online campus.

We currently offer support for supplemental online course activities.

STRATEGIC INFRASTRUCTURE: CAPITAL REQUIREMENTS

To be fully realized, this Online Campus Plan requires funding support for a number of necessary elements:

• Development funding for new and new to online versions of courses. In the past, external funding was secured to support adequate compensation for course design and development. With the support of staff in ETS, as instructional designers, the need for compensation has diminished. Many faculty members still inquire about compensation for developing fully online courses. The funds, and the sources for these funds, continues to be a high priority for the Director, Teaching and Learning.
• robust e-conferencing system (shared services model with BCcampus: $45 000)

✓ video conferencing capabilities at all campuses (Mission, Agassiz, Hope, TTC/CEP, Abbotsford, and Chandigarh): two portable systems
✓ pod- and video-casting capabilities, with streaming audio and video of special events, speakers, plenary sessions, lecture series, and key lectures in selected lecture based courses. Much of these infrastructure costs are already covered, as UFV has the capability now to stream audio and video. Lecture capture on a consistent basis is something the institution has to decide as a priority. We are entering into a shared services model with BCcampus, using Kaltura, hosted at UBC.

- mobile applications, not only integrated with our learning management system but also our website and web-based services. The cost for such connectivity is variable. A solution compatible with Blackboard 9.1 is $1.99 per user per year.
- enhanced institutional capacity for e-course packs and e-texts. The cost for students would be lower with the production of e-course packs created through learning materials already available through the databases currently purchased by the Library.
- development of high quality learning objects (video, audio, lecture capture) for online and hybrid courses. The cost of this activity is already borne by the staff of ETS, who are developing expertise by building on their existing knowledge of audio and video production and educational software.

BUILDING PROCESS: Operational Plan

✓ Present this plan to Eric Davis, Provost and VP Academic.
✓ Following his direction, take this plan to
✓ Deans Council,
✓ Faculty Councils,
✓ Academic Planning and Priorities Committee
  • Senate.
✓ Integrate this plan with our Strategic Plan, the Budget Plan, HR Plan, Capital and Facilities, the Education Plan, and current initiatives such as Student Engagement and Success.
  • With the approval of this plan, services to students in the fully online environment will be planned. Writing and Math Centre services, Library services, technological support at a distance, and Student Services will all develop fully online capacity to serve students who are learning at a distance at UFV.

Dr. Wendy Burton, Director
Teaching, Learning and Educational Technology Services
February, 2012
Revised February 2013
**Declaration of PSYC Major / Extended Minor**

Currently, students are able to declare a PSYC Major or PSYC Extended Minor without completing any PSYC courses. We would like to change this by implementing some requirements.

There are two reasons for this change:

1. The goal in reserving seats in psychology courses is to make sure students intending to graduate with a psychology major or extended minor can have access to the seats they need to complete their degree in a timely manner. As upper level psychology courses are heavily waitlisted for the most part, some clever folks have realized that they can declare they are taking a psychology major or minor in order to get the priority seats, and then switch later when they have taken the electives they want. This change is meant to make it more likely that students making this declaration are intending to actually complete a psychology major or extended minor (genuine changes of program are of course still acceptable and possible).

2. Students who are intending to complete a psychology major or extended minor need to complete the lower level requirements in a timely manner or their access to upper levels will be delayed, and ultimately this may delay their completion of their degree. Making sure the 3 first year requirements are completed will send the correct message to students in regard to their degree planning.

A change to the wording has been made, as per Rhonda Colwell's suggestion. The wording should read as follows:

**Declaration of Psychology as a Major/Extended Minor**

Students wishing to declare a major or extended minor in Psychology must complete PSYC 101, PSYC 102, and PSYC 110, with a minimum C grade in each course, prior to their formal declaration.
CWC Feedback:

From: Zoe Dennison  
Sent: Monday, December 10, 2012 9:07 AM  
To: Tracy Porter; Rhonda Colwell  
Subject: RE: Declaration of PSYC Major/Extended Minor

Hi Rhonda,

A student with a P grade in any one of these 3 courses can't proceed with a psyc degree as these are the prerequisite courses and a P doesn't count as a prerequisite. This is basically set at the lowest possible achievement a student can have and still carry on with psyc second year courses.

Zoe

From: Tracy Porter  
Sent: December 10, 2012 8:38 AM  
To: Zoe Dennison  
Subject: FW: Declaration of PSYC Major/Extended Minor

Question from Rhonda.

From: Rhonda Colwell  
Sent: Friday, December 07, 2012 10:59 AM  
To: Tracy Porter  
Cc: cwconsult  
Subject: RE: Declaration of PSYC Major/Extended Minor

Hi Tracy,

I have read this proposal and I have a clarification question – does your dept want students to receive a minimum C grade in each of 101, 102, 110 before they can declare their PSYC program or that students must receive a minimum GPA of 2.00 across all three courses?

Why I ask is because students only need to receive a P grade in a course to satisfy a program requirement. And, for graduation, students must obtain a minimum GPA of 2.00 on all PSYC courses completed at UFV.

In case anyone is wondering, these declaration requirements will be used in conjunction with the BA declaration requirements. The exact Calendar wording for declaring states: “Students who have been admitted to the Bachelor of Arts program may formally declare majors, extended minors, or minors only after they have completed at least 30 credits in the program with a minimum of a 2.0 CGPA on all credits attempted, provided that they have also met the declaration requirements of the subject discipline.”

Thanks,

Rhonda
Memo

To: Dean – Jacqueline Nolte

From: Psychology Department Head, Zoe Dennison

Date: January 16/12

Subject: Revision of an existing course (PSYC 101)

Changes and Rationales: Course outline review due

1. Summary of substantive changes:
   a) Learning Outcomes - changes made to reflect current LO requirements

   b) Student evaluation - changes to reflect addition of writing requirement and research credit. The writing requirement was added to increase consistency across sections to benefit students and to emphasize the importance of writing in psychology. The research participation credit was added some time ago in practice, where students receive credit for participating in the Research Participation Pool (or completing the alternate assignment). Sections on campuses without active research (Mission, Chilliwack) or online (which might include distance students) and not expected to include this component, so the wording says ‘normally include’.

   c) Change to Prerequisites
      • Addition of ENGL 105 prereqs

      This change is to increase the chances of student success in Introductory Psychology. This restores the previous prerequisite, which was removed when the decision was made outside the department to go to a global set of entry prerequisites for the BA. As that set of prerequisites has been reduced in level, and as students can take Introductory Psychology when they are program path students (with no language requirement except 2 years in a high school with English as its primary language). We see increasing numbers of students without the skills to be successful in Introductory Psychology. This prerequisite will give them a more reasonable chance of success.

   d) Course Content – Changed to reflect department changes to topic breakdown.
      Parallel to the changes to Psychology 101, we are changing the structure of Introductory Psychology so that a student can take Psychology 101 and Psychology 102 in any order. This change is explained in the Psychology 102 memo. We have also slightly moved the topics to better accommodate this new structure. We also specified specifically which topics may be optional at the discretion of the instructor and which are required, as this
section is taught by many sessionals and we wanted to ensure a consistent experience. This change of topics will not affect transfer, as it is fairly minor in terms of content covered.

Items to be addressed in rationale if applicable

A. Budget and Learning outcome Issues
1. How does your course address the UFV Learning Outcomes?
2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
3. What consideration has been given to indigenizing the curriculum?
4. If any of the following items on the OCO have changed, or this course is new, 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)
5. If this course is not eligible for PLAR, explain why.
6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?
7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.
PSYC 101    Arts/Psychology 3

COURSE NAME/NUMBER  FACULTY/DEPARTMENT  UFV CREDITS
Introduction to Psychology I

CALENDAR DESCRIPTION:
This course introduces students to the field of psychology and its research methods, and surveys the basic perspectives of psychology with respect to behavior, sensation and perception, consciousness, learning, memory, language and thought, learning, memory, thought, child development, sensation and perception, and physiology.

PREREQUISITES: None As of Sept 2014 students must meet the prerequisites for ENG 105

TOTAL HOURS PER TERM: 45

TRAINING DAY-BASED INSTRUCTION:
Length of course: 

Maximum enrolment: 36

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) ☒ Yes ☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) ☐ Yes ☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: ☑ Yes ☐ No

Course designer(s): Psychology Department
Department Head: Zoe Dennison
Supporting area consultation (Pre-UPAC) Date approved:
Curriculum Committee chair: Date approved:
Dean/Associate VP: Jacqueline Nolte Date approved:
Undergraduate Program Advisory Committee (UPAC) approval Date of meeting:
LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:

1. Demonstrate an understanding of the methods of psychology.
2. Demonstrate basic knowledge of the major theoretical approaches of psychology.
3. Discuss ideas, theories, and concepts using the language of psychology.
4. Demonstrate an understanding of the usefulness and limitations of the field of psychology.

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)
Lectures, seminars, laboratory experiences. This course may also be offered online or as a hybrid.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):
☑ Examination(s) ☐ Portfolio assessment ☐ Interview(s)
☐ Other (specify):
☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:
An example of the text for this course might be:

SUPPLIES / MATERIALS:
No special materials required.

STUDENT EVALUATION:
[An example of student evaluation for this course might be:]
--- Exams 70 – 100%
--- Papers, projects, assignments, presentations 0 – 30%
--- Participation 0 – 10%

The evaluation of students will include a writing component of at least 20%. This component can be met by any of the following: assignments, in class activities, and short answers and essays on exams.

All sections will normally include a final exam and 4% research participation.

One example of the student evaluation for this course might be:
Assignments 20%
Midterms (2@ 18%) 36%
Research Participation 4%
Final Exam 40%
Another example of student evaluation might be:
Assignments (7 @ 4%) 28%
Module quizzes (7 @ 4%) 28%
Final Exam 44%

Another example of student evaluation might be:
Assignments 10%
In class writing exercises 10%
Midterms (2@ 20%) 40%
Research Participation 4%
Final Exam 36%

COURSE CONTENT:
[Course content varies by instructor. An example of course content might be:]

All sections of Psychology 101 will include:
1 Psychology: The Science of Behaviour
2 Studying Behaviour Scientifically
3 Biological Foundations of Behaviour
4 Learning and Adaptation: The Role of Experience
5 Memory
6 Behaviour in a Social Context

In addition, all sections of Psychology 101 will include at least 2 of the following 4 topics:
1 Sensation and Perception
2 States of Consciousness
3 Language and Thought
4 Statistics Appendix

Psychology as a Scientific and Humanistic Endeavor
--------- The Nature of Psychology
--------- Research Methods in Psychology

Biological and Developmental Perspectives
--------- Biological Basis of Psychology
--------- Developmental Psychology

Perception and Awareness
--------- Sensory Processes
--------- Perception
--------- States of Consciousness

Learning and Thinking
--------- Conditioning and Learning
--------- Memory and Forgetting
--------- Optimizing Learning
--------- Language and Thought


Memo

To: Dean – Jacqueline Nolte
From: Psychology Department Head, Zoe Dennison
Date: January 16/12

Subject: Revision of an existing course (PSYC 102)

Changes and Rationales: Course outline review due

1. Summary of substantive changes:
   a) Learning Outcomes - changes made to reflect current LO requirements
   b) Student evaluation - changes to reflect addition of writing requirement and research credit. The writing requirement was added to increase consistency across sections to benefit students and to emphasize the importance of writing in psychology. The research participation credit was added some time ago in practice, where students receive credit for participating in the Research Participation Pool (or completing the alternate assignment). Sections on campuses without active research (Mission, Chilliwack) or online (which might include distance students) and not expected to include this component, so the wording says ‘normally include’.
   c) Change to Prerequisites
      - Removal of PSYC 101
      - Addition of English 105 prereqs

The removal of Psychology 101 as the prerequisite will allow students to take Psychology 102 first, to take both 101 and 102 in the same semester, or to only take Psychology 102 to satisfy the psychology requirement of other programs we serve. This will allow students much greater flexibility in registration, and it will also allow those students in applied areas that would benefit from the content of Psychology 102 to take that course to satisfy their psychology requirement. Students wanting to move more quickly through the program can take both of these requirements in the same semester. We redesigned the content slightly to allow this model. It also reflects changes seen at most other universities in BC.

The change in English prerequisite is to increase the chances of student success in Introductory Psychology. This restores the previous prerequisite, which was removed when the decision was made outside the department to go to a global set of entry prerequisites for the BA. As that set of prerequisites has been reduced in level, and as students can take Introductory Psychology when they are program path students (with no language requirement except 2 years in a high school with English as its primary
language). We see increasing numbers of students without the skills to be successful in Introductory Psychology. This prerequisite will give them a more reasonable chance of success.

d) Course Content – Changed to reflect department changes to topic breakdown.
The changes to course content, including the addition of research methods to both 101 and 102, are to better accommodate the new structure described above. We also specified specifically which topics may be optional at the discretion of the instructor and which are required, as this course is taught by many sessionals and we wanted to ensure a consistent experience. This change of topics will not affect transfer, as it is fairly minor in terms of content covered.
OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

<table>
<thead>
<tr>
<th>COURSE NAME/NUMBER</th>
<th>FACULTY/DEPARTMENT</th>
<th>UFV CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 102</td>
<td>Arts/Psychology</td>
<td>3</td>
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</table>

Introduction to Psychology II

CALENDAR DESCRIPTION:
This course is a continuation of PSYC 101. This course introduces students to the field of psychology. The content areas covered are behavior, motivation, emotion, evolution, life span, personality, health, and psychological disorders, emotion, motivation, personality, social influence, psychological disorders, and psychological testing are covered.

PREREQUISITES: PSYC 101
None – As of Sept 2014 students must meet the prerequisites for ENG 105

COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

SERVICE COURSE TO: (department/program)

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:
Lectures: 45 Hrs
Seminar:
Laboratory:
Field experience:
Student directed learning:
Other (specify):

TRAINING DAY-BASED INSTRUCTION:
Length of course:

OTHER:
Maximum enrolment: 36
Expected frequency of course offerings:
Every semester (every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) ☐ Yes ☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) ☐ Yes ☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: ☐ Yes ☐ No

Course designer(s): Psychology Department
Department Head: Wayne Podrouzek Zoe Dennison
Supporting area consultation (Pre-UPAC)
Curriculum Committee chair:
Dean/Associate VP: Jacqueline Nolte
Undergraduate Program Advisory Committee (UPAC) approval

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

1. Demonstrate an understanding of the methods of psychology.
2. Demonstrate basic knowledge of the major theoretical approaches of psychology.
3. Discuss ideas, theories, and concepts using the language of psychology.
   - Demonstrate an understanding of the usefulness and limitations of the field of psychology.

METHODS:
(Guest lecturers, presentations, online instruction, field trips, etc.)
Lectures, seminars, laboratory experiences. This course may also be offered online or as a hybrid.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

- Examination(s)
- Portfolio assessment
- Interview(s)
- Other (specify):

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

TEXTBOOKS, REFERENCES, MATERIALS:
An example of the text for this course is:

SUPPLIES / MATERIALS:
No special materials required.

STUDENT EVALUATION:
[An example of student evaluation for this course might be:]
Exams 70 – 100%
Papers, projects, assignments, presentations 0 – 30%
Participation 0 – 10%

The evaluation of students will include a writing component of at least 20%. This component can be met by any of the following: assignments, in class activities, and short answers and essays on exams.

All sections will normally include a final exam and 4% research participation.

One example of the student evaluation for this course might be:
Assignments 20%
Midterms (2@ 18%) 36%
Research Participation 4%
Final Exam 40%
Another example of student evaluation might be:
Assignments (7 @ 4%) 28%
Module quizzes (7 @ 4%) 28%
Final Exam 44%

Another example of student evaluation might be:
Assignments 10%
In class writing exercises 10%
Midterms (2 @ 20%) 40%
Research Participation 4%
Final Exam 36%

**COURSE CONTENT:**
[Course content varies by instructor. An example of course content might be:]  
- **Motivation and Emotions**
  - Physiological Basis of Emotion
  - Human Motivation and Emotion
- **Personality and Individuality**
  - Personality Theory and Assessment
  - Ability Testing and Intelligence
- **Conflict, Adjustment and Mental Health**
  - Conflict, Anxiety and Defense
  - Psychopathology
  - Psychotherapy and Other Treatment Methods
- **Social Behaviour**
  - Social Psychology
  - Psychology and Society

All sections of Psychology 102 will include:

1. Psychology: The Science of Behaviour
2. Studying Behaviour Scientifically
3. Motivation and Emotion
4. Development over the Life Span
5. Personality
6. Psychological Disorders
7. Treatment of Psychological Disorders

In addition, all sections of Psychology 101 will include at least 1 of the following 3 topics:
1. Intelligence
2. Genes, Evolution, and Behaviour
3. Stress, Health, and Coping
A. Course revision: CMNS/MACS 480: Crisis Communication

1. Rationale for change: It was time to bring the official outline into line with how the course has evolved since 2008.

2. Summary of substantive changes:
   - **Title:** Changed to “Crisis Communication” (singular instead of plural) to reflect common practice (in book and article titles, etc.).
   - **Calendar description:** No change.
   - **Prerequisites:** No change.
   - **Enrolment:** No change.
   - **Hours:** Changed to better reflect actual classroom practice.
   - **Frequency of offering:** No change.
   - **Learning outcomes:** Changes reflect how the course and subject area have evolved since the original outline was written.
   - **Methods:** Changed to better reflect actual classroom practice.
   - **PLAR:** Changed to enable different options on a student-by-student basis.
   - **Textbooks:** Simplified and updated.
   - **Supplies/materials:** Changed for precision.
   - **Student evaluation:** Changed to reflect actual classroom practice.
   - **Course content:** Simplified and updated to better reflect actual classroom practice.

B. Budget and Learning Outcome Issues

1. How does your course address the UFV Learning Outcomes?
   The course addresses all five of the UFV Learning Outcomes, particularly “5. Communicate effectively.” Crisis communication focuses on conveying information clearly and calmly in the midst of difficult and fast-changing circumstances. The course offers practical advice on what to do along with the theoretical foundations for this advice.
2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
   The changes to the course are not substantial enough to affect any of the programs for which it is required.

3. What consideration has been given to indigenizing the curriculum?
   Much of the content is applicable to indigenous communication issues and students are welcome to make reference to indigenous situations in their essays, presentations and exams.

4. If any of the following items on the OCO have changed, or this course is new, 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.

5. If this course is not eligible for PLAR, explain why.
   The course is eligible for PLAR.

6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?
   Field trips are not required for this course.

7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.
   Approximately $100 to $150 for textbooks.

Course Reviewers: Eric Spalding; Michelle Riedlinger
CMNS 480
Communications

COURSE NAME/NUMBER FACULTY/DEPARTMENT UFV CREDITS
Crisis Communications Communications 4

CALENDAR DESCRIPTION:
Crises are unexpected threats for which response time is short. Their origins can be natural (as with ice storms or tsunamis) or human (as with acts of terrorism or oil spills). This course uses Canadian and foreign examples to explore how to (and how not to) deal with serious challenges to public safety. To do so, it draws on both theoretical and practical approaches to communicating with diverse audiences in crisis situations.

Note: This course is offered as CMNS 480 and MACS 480. Students may take only one of these for credit.

PREREQUISITES: 60 university-level credits, including six credits of lower-level MACS and/or CMNS or a combination.

COREQUISITES: None

SYNONYMOUS COURSE(S):
(a) Replaces: N/A
(b) Cross-listed with: MACS 480
(c) Cannot take: MACS 480 for further credit.

TOTAL HOURS PER TERM: 60

TRAINING DAY-BASED INSTRUCTION:
Length of course: 
Hours per day: 

OTHER:
Maximum enrolment: 25
Expected frequency of course offerings: Annually (every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) Yes ☐ No ☐
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) Yes ☒ No ☐

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: Yes ☐ No ☒

Course designer(s): Eric Spalding, Madeleine Hardin and Michelle Riedlinger
Department Head: Samantha Patridge Date approved: October 7, 2012
Supporting area consultation (Pre-UEC) Date of meeting:
Curriculum Committee chair: Tetsuomi Anzai Date approved:
Dean/Associate VP: Jacqueline Nolte Date approved:
Undergraduate Education Committee (UEC) approval Date of meeting:
LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:

- Understand and identify the emergency management structure in British Columbia;
- Recognize the communication process in the context of a crisis or disaster;
- Demonstrate the basic requirements of a disaster response plan;
- Explain risk and its impact on crisis communication;
- Identify the role of Internet communication (including social networking) in disaster-response communication;
- Identify public relations protocols in disaster situations;
- Recognize the conditions under which authorities define a social problem as a crisis;
- Understand how authorities manage public perceptions of crises;
- Assess how the public and private sectors use the threat of a crisis to effect policy changes;
- Demonstrate research, observation, scholarly-writing and presentation skills.

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)
May vary by instructor, but typical methods would include: lectures, in-class discussions, group discussions, student-led activities, videos, practice tests.
Lectures
Video/DVD presentations
Student presentations
Student assignments
In-class discussion
In-class tabletop exercises

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

- Examination(s)
- Portfolio assessment
- Interview(s)

Other (specify):

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

TEXTBOOKS, REFERENCES, MATERIALS:
[Textbook selection varies by instructor. An example of texts for this course might be:]

- Recommended DVDs:
  - Snowstorms and forest fires: Partners in Motion (2004). Fire and Ice. Montreal: National Film Board of Canada.

**SUPPLIES / MATERIALS:**

None

**STUDENT EVALUATION:**

[An example of student evaluation for this course might be:]

15% Essay one
20% Midterm exam
20% Essay two
5% Report on in-class discussion
20% Final exam
15% Student-led activity
5% Attendance and participation
20% Reading-based midterm exam
20% Assignment 1 (hazard identification and the role of communication in mitigation)
20% Assignment 2 (communication response to a disaster scenario)
20% In-class presentation
20% Final exam or final project

**COURSE CONTENT:**

[Course content varies by instructor. An example of course content might be:]

This course explores issues surrounding communication in times of crisis. It explores both critical/theoretical approaches as well as practical/applied approaches to crises and crisis communication.

**Week 1**

What crises are

**Week 2**

From natural disasters and human error: types of crisis

**Week 3**

Preparing a crisis plan

**Week 4**

Maintaining a positive relationship with key publics

**Week 5**

The uses of the Internet in crisis communication

**Week 6**

Adaptability and experience: what to do in the midst of a crisis (part 1)

**Week 7**

Adaptability and experience: what to do in the midst of a crisis (part 2)

**Week 8**

Tips on communicating effectively with the media during a crisis

**Week 9**

Dealing with affected parties following a crisis

**Week 10**

When and how to apologize

**Week 11**

Crisis evaluation: evolving in the aftermath of a crisis

**Week 12**

Fear of crises in a risk society

**Week 13**

How authorities use crises for commercial and political gain

**Foundations**

Crisis definitions -- the differences between an emergency and a crisis;
The social construction of crises and crisis management;
Emergency planning concepts, practices, and trends.

**Crisis Management**

Emergency communication and coordination centres;
Public communication in disasters;
Public relations and crisis communication in organizational settings;
Media coverage: what crises to emphasize and which ones to commemorate.

**Role of Government**

Responsibilities of local, provincial, and federal governments and their programs in the context of crisis communication;
The implications of crises for policy development;
The connection between social class and government response in times of crisis.

**New Issues**
New research initiatives: the development of new disaster management information networks; Emerging issues in communication and crisis management.
This is a cross-listed course. Only one official course outline exists for this course, listed under the original course name and number. Please refer to the official course outline for full course information.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

<table>
<thead>
<tr>
<th>MACS 480</th>
<th>Communications</th>
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</thead>
<tbody>
<tr>
<td>COURSE NAME/NUMBER</td>
<td>FACULTY/DEPARTMENT</td>
<td>UFV CREDITS</td>
</tr>
<tr>
<td>Crisis Communications</td>
<td></td>
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</tbody>
</table>

OFFICIAL COURSE OUTLINE:
This is a cross-listed course. Please refer to CMNS 480 for the official course outline.

CALENDAR DESCRIPTION:
Crises are unexpected threats for which response time is short. Their origins can be natural (as with ice storms or tsunamis) or human (as with acts of terrorism or oil spills). This course uses Canadian and foreign examples to explore how to (and how not to) deal with serious challenges to public safety. To do so, it draws on both theoretical and practical approaches to communicating with diverse audiences in crisis situations.

Note: This course is offered as CMNS 480 and MACS 480. Students may take only one of these for credit.

PREREQUISITES: 60 university-level credits, including six credits of lower-level MACS and/or CMNS or a combination.
COREQUISITES: None
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces: N/A
(b) Cross-listed with: CMNS 480
(c) Cannot take: CMNS 480 for further credit.

SERVICE COURSE TO (department/program): No

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) Yes No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) Yes No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: No

Course designer(s): Eric Spalding, Madeleine Hardin and Michelle Riedlinger
Department Head: Samantha Patridge
Supporting area consultation (Pre-UEC) Date approved: October 7, 2012
Curriculum Committee chair: Tetsuomi Anzai
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